

**THE INFLUENCE OF QUESTIONING THE AUTHOR (QtA) STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION OF RECOUNT TEXT
AT THE EIGHTH GRADE OF SMP KEMALA BHAYANGKARI KOTABUMI
IN THE ACADEMIC YEAR OF 2016/ 2017**



(A Thesis)

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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ABSTRACT

THE INFLUENCE OF QUESTIONING THE AUTHOR (QtA) STRATEGY TOWARD STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMP KEMALA BHAYANGKARI KOTABUMI IN THE ACADEMIC YEAR OF 2016/2017

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Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of SMP Kemala Bhayangkari Kotabumi is still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 61.25% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied QtA strategy. QtA is one way to help students comprehend the text because they working together in the group. The objective of this research was to know whether there is a significant influence of using Questioning the Author (QtA) strategy toward students' reading comprehension in recount text at the second semester of the eighth grade of SMP Kemala Bhayangkari Kotabumi in the academic year of 2016/2017.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of SMP Kemala Bhayangkari Kotabumi. The sample of this research was two classes consisting of 27 students for experimental class and 26 students for control class. In the experimental class, the researcher used Questioning the Author (QtA) strategy and in the control class the teacher used SQ3R. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the writer gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using Questioning the Author (QtA) strategy towards students' reading comprehension in recount text at the second semester of the eighth grade of SMP Kemala Bhayangkari Kotabumi.

Keywords : Questioning the Author Strategy, recount text, reading comprehension



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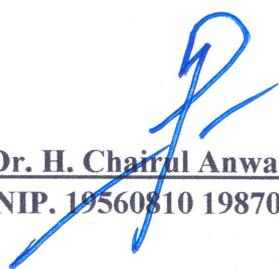
ADMISSION

A thesis entitled: “**THE INFLUENCE OF QUESTIONING THE AUTHOR (QtA) STRATEGY TOWARD STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMP KEMALA BHAYANGKARI KOTABUMI IN THE ACADEMIC YEAR OF 2016/2017**”,
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DECLARATION

I hereby declare that this thesis entitled “The Influence of Questioning the Author (QtA) Strategy Towards Students’ Reading Comprehension in Recount Text At the Second Semester of the Eighth Grade of SMP Kemala Bhayangkari Kotabumi in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, August 2017

Declared by

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ لَكَ الْكَلِمُوتُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read ! in the name of the Lord and Cherisher, who created (1), Created man, out of a clot of congealed blood (2), Read ! and the lord is most Bountiful (3), He who taught [the use of] the pen (4), Taught man that which he knew not (5).

[QS. Al-‘Alaq (96): 1-5]¹

¹ Abdullah Yusuf ‘Ali, The Holy Qur’an, Text and Translation, (India: Millat Book Centre, 2006), p.240

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved father, Sohari and my beautiful mother, Endang Setyowati, who always pray, support and guide me to be success in my study and my life.
2. My beloved brothers, Eri Kurniawan, S.St and his wife Rukiyati, S.St, my lovely sister Era Septiana, S.Pd and her husband Yudha R. Wiranto, and my younger brother M. Arif Maulana, who always motivated me to succeed.
3. My beloved family
5. My family in Al Barokah Photocopy and Printing.
6. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
7. My great family, PBI D and My beloved friends in UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Tria Erviani. She was born in Kotabumi on June 17th, 1994. She is the third child of Mr. Sohari and Mrs. Endang Setyowati. She has one elder brother whose name is Eri Kurniawan, S.St, one sister whose name is Era Septiana, S.Pd and one younger brother whose name M. Arif Maulana.

She began her study at elementary school of SD Negeri 2 Kotabumi Tengah in 2000 and graduated in 2006. Then, she continued at Junior High School of SMP N 1 Kotabumi in 2006. She joined ROHIS and Science Club. After she had graduated from Junior High School in 2009, she continued her study at Senior High School at SMA N 1 Kotabumi and graduated in 2012. She also joined ROHIS and Science Club. After that she continued her study at Raden Intan State University of Islamic Studies (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined organization in UKM Bahasa, ESA and BAPINDA. She also joined a number of training such as: Entrepreneurship training by ESA in 2014, Leadership Training by UKM BAPINDA.

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May Allah, the most gracious and the most merciful, always give blessing and love for all people who love her and she is loved for the guidance, support that have been given to the researcher. She really expects that this thesis can give advantages for the reader and the next.

Bandar Lampung, August 2017
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Control Card

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is an activity of readers to read a text and get information from what they read. Reading is a valuable activity to do. By reading, readers will get a large amount of new knowledge. There are no certain rules to choose tasks to read and the way how to read them. According to Grabe, there are many ways that people engage in reading and different reading tasks call for distinct combinations in component skills.”¹ According to Patel and Jain, reading is most useful and important skill for people.² It means that reading is an important skill that should be mastered besides listening, writing, and speaking. By reading, the reader will be able to increase their knowledge, get the information and also can get new knowledge.

However, as a good reader, we have to prove that there will be something taken by our reading activity. It means that we understand the tasks well. According to Harmer, reading is useful for language acquisition. Provided that students more or

¹ William Grabe, *Reading as a Second Language: Moving from Theory to Practice* (The United States: Cambridge University Press, 2009), p.2.

² M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Vaishali Nagar : Sunrise, 2008), p.113

less understand what they read, more they read, the better they get at it.³ Everyone can be said as a good reader if he/she is able to comprehend what he/she is reading. This is such an active reading.

Eventually, the one which burdens us while reading is we still find out difficulties to get the reading point itself. Most students still have low ability in comprehending reading text. Meanwhile, students are one of classroom components that take an important part in teaching learning process. Mostly the objective of the lesson is to make students able to understand or produce something. It is hoped that students should be independent and active in learning so they can be able to receive knowledge given in the lesson and the objective of the lesson can be reached.

Most school students feel confused when they face a reading text. It may because they have not known a good way in comprehending English texts. The other reason is it may the teacher doesn't use or hasn't used an exact strategy, technique or method in teaching reading comprehension. According to Wallace, reading plays a key role in almost every course of study. He also states yet many students do their reading in an unfocused way.⁴ It can be elaborated that it is very important for both students and teachers to know the best way in comprehending English texts.

³ Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99

⁴ Michael J. Wallace, *Study Skills in English Second Edition*, (Cambridge University Press: United Kingdom, 2004), p.9.

Whereas, students' independency and effort in English lesson are needed to develop their understanding and creativity, especially in English reading lesson. In other words, the reader needs to be an active reader to comprehend text they have read. When students are not independent and active in English reading lesson, they can be called as reluctant readers. Reluctant readers need more support from the teacher before they can participate in any kind of independent reading time successfully.

Based on the preliminary research in SMP Kemala Bhayangkari Kotabumi, the researcher conducted an interview with one of the English teachers there, Ms. Maryana. She said that the students there had low ability in almost every English skill. They felt difficult to comprehend, get the meaning of the text, and express their idea in discussion. It could be seen from students' English score in reading test especially in recount text. The score can be seen in the table below:

Table 1
The Students' Score of Recount Text Reading Comprehension at the Eighth Grade of SMP Kemala Bhayangkari in 2016/2017 Academic Year

No	Class	Students' Score		Number of Student
		<70	≥70	
1.	VIII A	15	11	26
2.	VIII B	18	9	27
3.	VIII C	16	11	27
Total		49	31	80
Percentage		61.25%	38.75%	100 %

Source: Document of SMP Kemala Bhayangkari Kotabumi.

Based on the table above, there were 31 students of the 80 students who passed the test based on criteria of minimum mastery (KKM) and 49 students failed. In this case, the students' score of KKM in SMP Kemala Bhayangkari was 75 and there were many students who got the score under 75. It was found that the total number of students who got difficulty in reading was 49. It meant that students who got difficulty in reading were 61, 25%. Here the teacher used SQ3R in teaching the students reading comprehension. It made students wasting their time to open their dictionary every time.⁵

Furthermore, the researcher also interviewed some students that contain about reading English text especially recount text in their English lesson.⁶ Most of them answered that they found it difficult because they did not understand the texts so they could not answer the questions well. They also answered that they bored when the teacher taught them in the classroom.

Seeing the problem, the researcher would like to help teacher to find out a good way to teach reading with good comprehension in order that the objective of the lesson. In addition, there will be a creative and an active teaching and learning process on the classroom.

⁵ Maryana, S.Pd, *English Teacher of SMP Kemala Bhayangkari Kotabumi*, January 2016

⁶ Nanang, Imam, Bella, et.all *The Students at the VIII B Grade of SMP Kemala Bhayangkari*. Tuesday January, 5th 2016.

Here the researcher used strategy to help students comprehend English text called Questioning the Author (QtA). According to Housel, Questioning the Author is a strategy which help students take an active, questioning attitude toward text. By using the Questioning the Author Strategy in teaching reading, it can make the students easy in comprehending the text.⁷ McLaughlin and Allen states, that Questioning the Author is a strategy where a text-based instructional format that helps students build a deeper understanding of text by learning to query the author.⁸

From the explanation above, the researcher used Questioning the Author strategy as a reading strategy to help students comprehend in English text especially in recount text. Therefore, the researcher interested in conducting a research entitled “The Influence of Questioning the Author (QtA) Strategy toward Students’ Reading Comprehension of Recount Text at the Eighth Grade of SMP Kemala Bhayangkari in 2016 / 2017 Academic Year”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students had difficulties to comprehend the text, to get the meaning, to express their idea in discussion.

⁷ Housel J. Debra, *Nonfiction Strategies*, (Westminster: Marry D,Smith. M. S. Ed, 2002), p.72

⁸ Maureen, McLaughlin and Marry Beth Allen, *Guided Comprehension*, (New York: The International Reading Association, Inc. 2002), p.25-26.

2. The students were bored learning process.
3. The teacher need another strategy in the classroom to interest students in learning process.

C. Limitation of the Problem

The researcher limits the problems in this research by focusing only on the influence of Questioning the Author (QtA) strategy towards students' reading comprehension of recount text.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: Is there a significant influence of questioning the author (QtA) strategy towards students' reading comprehension of recount text?

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of Questioning the Author (QtA) strategy on students' reading comprehension of recount text.

F. Use of the Research

The uses of this research are expected to give the theoretical and practical contribution.

1. For theoretical contribution, the uses of this research are expected to give information to the English teacher of SMP Kemala Bhayangkari Kotabumi about the influence of using Q_tA strategy towards students' reading comprehension in recount text.
2. For practical contribution, the uses of this research are expected to give motivation for the students in learning English especially in reading recount text.

G. Scope of the Research

1. Subject of the research

The subject of the research was the students at the eighth grade of SMP Kemala Bhayangkari Kotabumi.

2. Object of the research

The objects of the research were the use of *Q_tA Strategy* and students' reading comprehension.

3. Place of the research

The research was conducted at SMP Kemala Bhayangkari Kotabumi.

4. Time of the research

The research was conducted at the second semester in the academic year of 2016/2017.

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theories

1. Concept of Teaching English as a Foreign Language

Language is very important to communicate in society. Language is made up of sounds, words and sentence. Brown states, “Language is more than a system or communication. It involves whole person, culture, educational, developmental communicative process”.¹ It means language is measured as a means of communication and it is difficult to do all activities without language.

English is spoken all over the world. It means that a lot of countries in the world communicate among them by using English as an international language. English is spoken as a first language by the majority populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is the third most common native language in the world, after Mandarin Chinese and Spanish. It is widely learned as a second language and is an official language of the European Union, many

¹ H.D Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*(2nd ed), (New York: Longman, 2001), p. 68.

Commonwealth countries and the United Nations, as well as and many world organizations.

In Indonesia, English is the first foreign language taught at all of level. Starting from elementary school up to university, because English language not used in daily by society but accuracy really focus in learning English. English just is taught in schools, but it does not play an essential role in social life. But the students of elementary school learning English at the local content, while the students of junior high school up to university learn English is compulsory subject. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.

Harmer says, “English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes in their own country or as transitory visitors as a target language country”.² It means that the purpose of teaching English as the first foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written.

² Jeremy Harmer, *The Practice of English Language Teaching* (4th ed), (England: Longman Group UK Limited, 1991), p. 39.

2. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principle of teaching reading.

The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below :

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not only to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.³

William states that there are three activities involved in reading activity namely the pre, while and post reading activities :

³ Jeremy Harmer, *How to Teach English*. (New York: Longman 7th impression, 2001), p. 70.

a. Pre-Reading

The teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

The aims of free reading activities are;

1. To introduce and arouse interest in the topic,
2. To motivate learners by giving a reason for reading,
3. To provide some language preparation for the text.

b. While-Reading

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you order it.

According to William the purpose of this phase they are:

1. To help understanding of the text structure
2. To help understanding of the researcher’s purpose
3. To clarify text content

In while-reading there is other type work, the comprehension exercise at the end of passage is one of the typical reading activities. At the pre text questions which are given to the students they might be asked to find the answer to the question interested within the passage; completing diagram, making list, taking notes. While-reading

activity is begin with a global understanding of the text and then more to smaller unities a paragraph-sentences, and words, the reason for this, that the larger the unites provide a context for understanding the smaller units.

c. Post-Reading

The purposes of post-reading are as follows;

1. To consolidate of reflect what has been read
2. To relate the text to the learners own knowledge, interest or views.

Post-reading activity include reaction to the passage and to while reading activity, example; the students say whether they like the text and find it useful or not.⁴

Based on those explanations, the researcher can conclude that the teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be divided into three stages, namely the pre-reading, the while-reading and the post-reading. In each stage a certain amount of activities can be applied.

3. Concept of Reading

a. Definition of Reading

Reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the netter they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their

⁴ Edi Williams, *Reading In Language Teaching* (Oxford university press: 1984), p. 123.

writing.⁵ The receptive written language skill is called reading. It is the skill of the reader or a group reader to interpret information transferred by a writer.⁶

Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success.⁷ Reading is something many of us take for granted, According to William, reading is the process of receiving and interpreting information encoded in language form via the medium of print.⁸

Based on the explanation above, the researcher concludes that reading is process understanding about what is the authors write by using literary words or idiom words and the reader know what is the meaning of the text and purpose of story the authors write. By reading, the reader will know what they read and challenged to response the ideas of the author. In other to make the message or information that comes from the author can be understood and comprehended easily by the teacher.

⁵ Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), p. 99.

⁶ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p. 3.

⁷ M.F. Patel Praveen M. Jain, *English Language Teaching* (Sunrise Publishers and Distributors, Vaishali Nagar, 2008). p. 113

⁸ William Grabe, *Reading in a Second Language Moving from Theory to Practice*. (Cambridge University Press. Americas. 2009). p.14

b. Concept of Reading Comprehension

Karen states, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁹ It means that reading comprehension is ability to interpret the meaning from the text. In other definition, reading comprehension is a major pillar in the activity of reading in which readers build an understanding of a text.¹⁰

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹¹ Based on language assessment theory by Brown, especially in reading, these are some criteria that are commonly used in measuring students' reading comprehension ability. They are:

- 1) Main idea (topic)
- 2) Expression / idioms / phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting ideas

⁹ Karen R Haris and Graham Steve, *Teaching Reading Comprehension to students with learning difficulties*, (The Guilford, New York Londo: 2008), p. 2

¹⁰ Kasihani K. E. Suyato, *English for Young Learner*, (Bandung: Bumi Aksara, 2010), p. 65

¹¹ H. D. Brown. *Teaching by principles, An interactive Approach to Language Pedagogy*, (Sanfransisco State. Universiy. 1998), p.291

8) Vocabulary in context.¹²

Based on the definition above, it can be inferred that reading comprehension is a process to understand meaning of and the get the message from the passage. Indicated of achievement of the eighth of comprehension including main idea (topic), expression / idioms / phrase in context, inference, grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting ideas and vocabulary in context.

4. Concept of Genre Text

a. Definition of Text

Text is a unit of meaning which is coherence and appropriate or its context. It can be spoken or written but mostly people think that text is only in written form. According to Siahaan, text is meaningful linguistic unit which can be a word, or sentence, or a paragraph, or even the one which is bigger than a paragraph.¹³ On the other hand, Feez and Joyce said that “Text is any stretch of language which held together cohesively through meaning”¹⁴ It means that when we use language to write, we are creating and constructing a text.

¹² H.D. Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (San Fransisco State University, 1998), p. 206

¹³ Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p. 3.

¹⁴ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sidney: Macquarie University, 2002), p. 4.

When we read, we are interpreting text. Moreover, when we talk and listen, we are also creating and interpreting text. Further, language is always produced, and organized as cohesive units we call texts.¹⁵ It means that text is a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

Based on the explanation above, it can be concluded that text is a meaningful linguistic unit that has structure in each kinds of the text as the function to communicate with the reader.

b. Kinds of Text

There are many kinds of the text that must be taught to give knowledge for the students. Based on generic structure and language feature dominantly used in, texts are divided into several types. Gerot and Wignel classify the genre into thirteen types.

They are;

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

¹⁵ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of South Wales Press Ltd, 2005), p. 29

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.¹⁶

Based on those explanations, the researcher concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. To find the common characteristics in text, we first compare text-type in terms of social purpose, and the structure and language feature which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families.

¹⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stabler, 1994), p.192

5. Concept of Recount Text

a. Definition of Recount Text

There are some kinds of text. One of them is recount text. Recount is a piece of text that retells past events, usually in order in which they happened.¹⁷ The purpose of a recount is to tell what happened in the past accordance with the order of time either to inform or to entertain the reader, and recount text using the past tense.¹⁸ According to Siahaan and Shinoda that recount is written out to make a report about an experience of a series of related event. Recount text is also is written out to inform am events or to entertain people.¹⁹

It can be concluded that recount text is one of kind of text that tell about past events, like experience. Whose purpose is to give information of the event and to entertain the readers.

b. Type of Recount Text

Referring to Emilia, recount text has several types as follows:

1. Personal Recount

Personal recount is retelling an event that writer has been personally involved.

2. Factual Recount

Factual recount is concerned with recalling events accurately.

¹⁷ Dhonnall Pharr and Santi Buscemi, *Writing Today : Context and Opinion for the Real World*, (McGraw-Hill Boston, 2005), p. 44

¹⁸ <http://bos-sulap.blogspot.com.2010/02/what-is-recount-html> accessed on January, 3rd 2016

¹⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3

3. Imaginative Recount

Imaginative recount is a recount that talking on an imaginary role to entertain the reader by creating the events.

4. Procedural Recount

Procedural recount is retells the steps taken in completing a task or procedure in the past.²⁰

In conclusion, there are four types of recount text including personal recount, factual recount, imaginative recount, and the last one procedural recount. In this research, the researcher used personal recount as the example.

c. Generic Structure of Recount Text

Recount text consist of three parts, (orientation, events, reorientation), and language features in recount text. And those will be described as a follows:

1. Orientation

Orientation is introducing the participants, who involved in the story, where and when the story happened in the story. It orients the reader to the events that follow which introduce character in a setting of the time or the place.

2. Events

Event is the main important activities or events that occurred in the story of the text. The function of events is to give sequence of event. It presents the events chronological (in order which they happened).

²⁰ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris; Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p. 8

3. Re-orientation

Re-orientation is optional. It returns the reader to the point of departure or sometimes the writers give comments on the whole sequence of events described. Some recounts have an evaluate comment or a conclusion which may constitute the writers comment on event described previously, but this is just optional. The conclusion is the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.²¹

Based on the explanation above, it can be concluded that there are three parts generic structure of recount text. Those are orientation, events and reorientation.

d. Language Features in Recount Text

According Gerot and Wignell, the language features of recount text are as follows:

- 1) Introducing personal participant ; I, my group, etc.
- 2) Using chronological connection ; first, then, next, etc.
- 3) Using linking verb ; was, were, saw, heard, etc.
- 4) Using action verb ; walked, Shopping, go, change, etc.
- 5) Using simple past tense ; (S + V2) , saw, went, etc.²²

²¹ Emi emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), .p.107

²²Quantum Enterprise Education, recount text, taken from: <https://thinkquantum.wordpress.com/2009/11/11/recount-text/> .Retrieved on February 25th 2016

This following is the example of recount text

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

(taken from : English in Focus for Grade VIII)

From the example above, it can be seen that the first paragraph of recount text is orientation, the second paragraph is event and the third paragraph is re-orientation.

6. Concept of Reading Comprehension in Recount Text

According to Suyanto, reading comprehension is a complex intellectual process involving a number of abilities. Reading comprehension is a major pillar in the activity of reading in which readers build an understanding of a text.²³

One type of a text is recount text. Recount text is a piece of text that retells past events, which is usually told in order in which they happened.²⁴ It can be inferred that recount text tells about the events or experiences in the past to give information or share each other reader in the written form.

Referring to Brown, there are some criteria that commonly used in measuring students reading comprehension ability. Those are: main idea (topic), expression / idioms / phrases in context, inference, grammatical features, detail (scanning for specifically stated detail), excluding fact not written (unstated detail), supporting idea, and vocabulary in context.²⁵

From the statements above the researcher concluded that recount text reading comprehension is an activity to understand the meaning of a text that tells about their past experience which fulfills the criteria of a good comprehension. Including main

²³ Kasihani K. E. Suyanto, *English for Young Lerner*, (Bandung: Bumi Aksara, 2010), p. 65

²⁴ Otong Setiawan Djuharie, *Genre*, (Bandung: Rama Widya, 2007), p. 44

²⁵ H.D. Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*(2nd ed), (New York: Longman, 2001), p. 206

idea, expression/ idioms/ phrases in context, inference, grammatical features, detail, supporting idea and vocabulary in context.

7. Concept of Questioning the Author

a. Definition of Questioning the Author (QtA) Strategy

Many strategies can be applied in teaching reading for students. One of them is Questioning the Author (QtA). Questioning the Author is a strategy that gets students in the habit of thinking about what the author is saying beyond the words that actually appears in the text. The strategy requires students to consider the author's intent.²⁶

Beck and her associates in Buehl defines that Questioning the Author Strategy is an especially powerful strategy to help students adopt an inquiring orientation the text. It means Questioning the Author strategy focus on a series of questions that one might naturally pose about any message students might receives, in any form.²⁷ Graves et al. states in Lisa Rahayu's journal, the aim of Questioning the Author is students learn to build meaning from text as they read it, not after they finish their reading.²⁸

Based on the explanations of some experts above, it can be concluded that the Questioning the Author Strategy is a strategy that can build comprehension from the

²⁶ June Preszler, *On The Target: Strategies to Help Readers Make Meaning through Inferences*, (South Dakota: BHSSC, 2006), P. 24.

²⁷ Dough Buehl, *Classroom for Interarctive Learning*, (Tulsa: The Internasional Reading Association, Inc.2009), p.137

²⁸ Lisa Rahayu, "The Use of QtA (Questioning the Author) in Teaching Reading Comprehension to Senior High School Students". *JELT*, Vol. 2 Num. 3 Serie A (June 2014), p. 4

text by giving the queries in questioning the author as the students' discussion moves in recount text.

b. Advantages of Questioning the Author Strategy

Hacker at all states in Foni Vionita's journal, that there are some advantages and disadvantages from Questioning the Author Strategy, they are;

- 1) Students improved in monitoring, it means that the students are able to handle themselves to routines applied.
- 2) Both monitoring and comprehension increased so, make the students can increase the amount and quality of open sustained discussion of reading content.²⁹
- 3) Students are less likely to be frustrated by difficult text as they realize that part of the responsibility for passage making sense belongs to the author. Students become deeply understanding the text.
- 4) Questioning the author discussion is valuable as a comprehension building strategy for struggling readers.

c. Disadvantages of Questioning the Author Strategy

Disadvantages of Questioning the Author strategy are:

- 1) This strategy of learning this one allows the learners are more dominant than the other learners.
- 2) Students rely on other students.³⁰

²⁹ *Op. Cit.* Foni Vionita, Teaching Reading by Combining Request and Questioning the Author Strategy at Junior High School, *JELT*, Vol. 1 Num. 1 (February 2013), p. 5

d. Procedures of Questioning the Author (QtA) Strategy

The Procedure for using QtA strategy may be understood and implemented through examining in two major components: (1) Teacher's planning, (2) Teacher-led guided discussions.

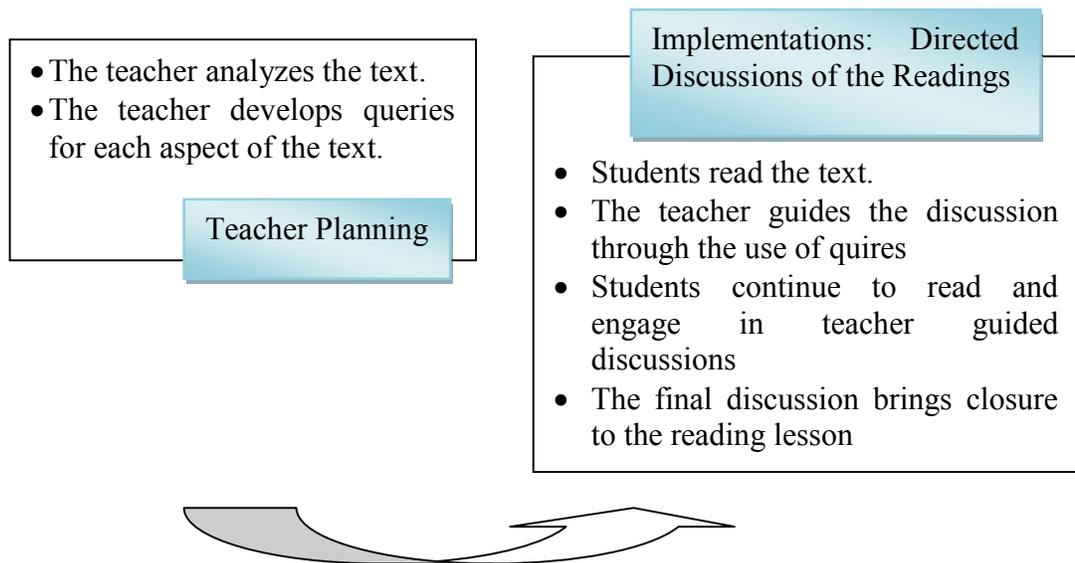


Figure 1

Graph of Implementing of QtA

a. Teacher's Planning

During the planning phase, the teacher prepares instruction by reading the selection from the text, segmenting the text for reading, and developing quires for discussions.

Step 1: Analyzing the Text

The teacher reads the text from the students' perspectives to anticipate the problems that it will pose to the readers. After reading and analyzing the text, the teacher segments it into chunks (orientation (first paragraph), event (second paragraph), re

³⁰ Beuhl, Dough, *Classroom Strategies for Interactive Learning*, (Chicago: International Reading Association, 2009), p.139

orientation (last paragraph), that clarification for the readers to understand to move on to the next segment of the text. The teacher then prepares for the discussion phase by developing queries that will be posed to the author during students' reading of text.

Step 2: Developing Queries

Queries are guided discussion question that encourage students to develop their comprehension. They are unlike traditional question that most teachers use to evaluate students' comprehension after they have read the assigned text. Queries are different. They are used by students' during reading to help them construct meaning from the text by asking the author to clarify an ambiguous part of the text. The teacher prepared two types queries for informational text: initiating and follow-up queries.

Examples of initiating and follow up queries:

Initiating queries	Follow-up queries
What is the author trying to say here?	What does the author mean here?
What is the author's message	Does the author explain clearly?
What is the author talking about?	What is the author message

b. Implementation

In this phase the teacher directs the students to read a segment of the text and engages them in a discussion where queries are raised about the text for the purpose of helping students to comprehend the text. The teacher models the QtA process by posing queries to get at the author's meaning. Continuing the discussion, the teacher asks students to respond the queries. When the students' responses to the query show that

they have constructed meaning from the text, the teacher will continue the process with another segment of the text. When the students show that the author is not conveying the intended meaning, the teacher poses a follow-up query or provides information for the students to understand the meaning of the text. To provide the structure to the discussion, there are some steps of the procedure as the options that the teacher could be taken in the discussion movers as follows;

1. Marking

Teacher's response to student's comments that would highlight an important idea that was made.

2. Turning back

Teacher's response to student's comment that will require further development of thought and figuring out ideas, or it may turn the students' attention back to the text for further clarification of ideas.

3. Revoicing

When the student is having the difficulty expressing a response, the teacher will restate the comment to help clarify the comment.

4. Modeling

The teacher models are response to the text or the process of using queries and responses to build meaning from the text.

5. Annotating

The teacher offers information to fill the gaps that the author left.

6. Recapping

The teacher summarizes the information that has been constructed by the students as they interacted with the text.³¹

Based on the explanation above, it can be concluded that there are two major of the procedure of Questioning the Author strategy, those are 1) Teacher's Planning, include analyzing the text and developing queries , 2) Implementation.

e. Teaching Reading Comprehension in Recount Text by Using QtA Strategy

The following are steps to teaching reading comprehension by using QtA strategy which is modified from Antonacci's theory of procedure of using QtA strategy.

Opening

- The teacher greets the students by saying good morning.
- The teacher checks the students' attendance by calling them one by one.

Pre Reading Activity

1. The teacher motivates the students to learn the lesson will be taught by asking them some question related to topic.
2. Teacher explains to the students about the material that will be given.
3. Teacher shows example of recount text.
4. Teacher asks the student about the topic of the recount text.

³¹ Patricia A. Antonacci et al, *40 Strategies for Middle and Secondary Classrooms; Developing Content Area Literacy* (2nd Ed),(London: SAGE Publications, Inc, 2015), pp.131-132

While Reading Activity

1. Firstly, students listen to the teacher's explanation about QtA strategy and follow the teacher's instruction based on the QtA procedure. Students are explained that QtA can be used to help them comprehend text easily.
2. Next, students are provided a reading text. In this study, the teacher gave recount text as the reading text material. Here, teacher divide the text material in some segments and for each of the segment, the teacher develop queries that will be used to move the discussion and help students to think deeply about the readings for the purpose of constructing meaning.
3. Marking, after the students provided with reading text, the teacher response to student's comments that will an important idea that was made.
4. Revoicing, next when the students is having difficulty expressing a response, the teacher will restate the comment to help clarify the comment.
5. Modeling, then the teacher models a response to the text or process of using queries and responses to build meaning from the text.
6. Annotating, after that the teacher offers information to fill the gaps that the author left. The teacher insightful response and continued until the discussion of the first reading segment was completed and directed students to continue to read the next segment, reading and discussing the text until they have completed.
7. Recapping, at last the teacher summarizes the information that has been constructed by the students as they interacted with the text.

Post Reading Activity

1. Students share their difficulties to understand the lesson.
2. The summary of the lesson is reinforced by the teacher.

Closing

- The teacher greets the students by saying good bye.

8. Concept of SQ3R (Survey, Question, Read, Recite, Review) Strategy

a. Definition of SQ3R Strategy

SQ3R is an acronym for survey, question, read, recite, and review. SQ3R is an effective active reading strategy to better understand written content. It's also a great way to empower students who struggle concentrating on text. Additionally, students utilizing SQ3R have an easier time recollecting what they've read since they review content several times in multiple ways.³²

S-Survey: means that the reader ought to be familiar with the organization and general contents of the reading material.

Q-Question: means that the reader should form questions by himself about the reading material that can be answered while reading. The easiest way to do this is to turn boldface headings into a question. Then the reader writes questions for each heading and subheading.

³² <http://www.collegeatlas.org/sq3r-reading-strategy.html>

R-Read: means that the reader should read one paragraph at a time and read with a purpose. The reader read the materials, section by section.

R-Recite: means that after the reader finishes each section he should stop. Reader can check their level of understanding and answer their questions for the section

R-Review: means that when the readers have finished all the reading assignment, go back to each heading; recall this question and try to answer it.³³

b. Advantages of SQ3R Strategy

1. It helps the reader creating a framework so the reader can make predictions and formulate questions to guide their reading.
2. By surveying the text, the reader becomes familiar with the material before they read. It also activate any their prior knowledge of the subject.

c. Disadvantages of SQ3R Strategy

1. Allocation of time used to understand a text with SQ3R learning model may not be much different from studying plain text.
2. There is effectively implemented in the class by the number of students who are too big for the guidance of the teacher was not optimal, especially in formulating questions.

³³ Dennis Coon & John O. Mitterer, *Introducing to Psychology Gateways to Mind and Behaviour, Eleventh Edition* (The United States: Thomson Wadsworth, 2007), p. 1-2.

3. Students tough conditioned (crowded) when discussing with friends in studying the text of the subject matter.³⁴

d. Procedure of SQ3R Strategy

This strategy includes the following five steps (Robinson, 1946):

1. Survey: Students review the text to gain initial meaning from the headings, bolded text, and charts.
2. Question: Students begin to generate questions about their reading from previewing it.
3. Read: As students read, they need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students' reading.
4. Recite: As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.
5. Review: After reading, students should review the text to answer lingering questions and recite the questions they previously answered.³⁵

e. Teaching Reading Comprehension in Recount Text by Using SQ3R Strategy

Richardson & Morgan in Vintoni blogspot has described the procedures of teaching reading through SQ3R and based on those procedures the researcher modified the steps as follows:

³⁴<https://www.google.co.id/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=kekurangan%20dari%20strategy%20sq3r>

³⁵ <http://www.adlit.org/strategies/19803/> accessed on January 15, 2016

Opening

- The teacher greets the students by saying good morning.
- The teacher checks the students' attendance by calling them one by one.

Pre-activity

1. Students are asked about their daily activities (e.g. "Do you like to study English?").
2. Students answer the questions relate to the material they will learn "*Do you know about recount text?*", "*What do you know about recount text?*", "*Have you ever read recount text?*"

Whilst-activity

1. Firstly, students listen to the teacher's explanation about SQ3R strategy and follow the teacher's instruction based on the SQ3R procedure. Students are explained that SQ3R can be used to help them comprehend text easily.
2. Next, students are provided a reading text. In this study, the teacher will give recount text as the reading text material.
3. **Survey:** After the students provided with reading text, the teacher asks them to see the title of the text. Then, the students skim the text and they have to give an overview about the text.
4. **Question:** After that, the students are asked to make some questions about the text before reading the whole text. This is a part of study process because it is able to encourage the students to stimulate their interactive sense.

5. **Read:** Next, the students read the whole text carefully. By reading the whole text, students can get several new ideas and compare them with the questions they made before.
6. **Recite:** Then, the students answer the questions they made by their own words and share their ideas with others.
7. **Review:** At last, the students remember what have been learnt, as a review, by reading their notes to help them comprehend the whole text given.

Post-activity

3. Students share their difficulties to understand the lesson.
4. The summary of the lesson is reinforced by the teacher.
5. Students listen to the closing of the meeting.³⁶

Closing

- The teacher greets the students by saying good bye.

B. Frame of Thinking

Nowadays, many students were not able to understand reading text. Students felt reading text was too difficult to comprehend. In other words, students' reading ability in comprehending text was still low. To comprehend reading text, readers should know the best way how to comprehend the text easily without thinking that it was a must for them to know the whole meaning of the text.

³⁶ Aridem Vintoni, <http://akademisi.wordpress.com/2008/11/19/sq4r-survey-question-read-recite-review-reflect/> accessed on 20 December 2013 at 08.30

The researcher thought that QtA strategy could give influence in students' ability in comprehending reading text. It means that the students could use QtA as a strategy in their reading. By using QtA, the students made their reading more active and enjoyable. They could understand and remember details of each paragraph. They could also make and answer questions based on the text since this strategy had a goal to get the readers look for the questions based on the text.

Based on the statement above, the researcher believed that QtA strategy will make students interested in learning reading English text. In other words, reading ability in comprehending English text needed a lot of practice to master and QtA strategy will help the students to comprehend the reading text. That is why the researcher assumes QtA strategy will give detail information that should be found by them in the whole of the text after they read the text and it could also motivate students to read the text.

C. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

H_a : There is a significant influence of Questioning the Author (QtA) strategy towards students' reading comprehension of recount text at the eighth grade of SMP Kemala Bhayangkari in the academic year 2016 /2017?

H_0 : There is no significant influence of Questioning the Author (QtA) strategy towards students' reading comprehension of recount text at the eighth grade of SMP Kemala Bhayangkari in the academic year 2016 /2017?

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher applied quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.¹ Further, the varieties of quasi experimental design, which can be divided into two main categories, there are pre-test and post-test only. For that, the researcher selected two classes, one is the control class and the other is the experimental class. The research design could be presented as follows:

Table 2
Pretest and Posttest Design

Select control group	Pretest	No treatment	Posttest
Select experimental group	Pretest	Experimental treatment	Posttest

In this research, the researcher gave pre-test to know their basic skill in reading comprehension. The result of the pre-test used to indicate students' reading comprehension to measure their previous ability before treatment (X). At the end of

¹ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

the research, the researcher gave post-test in order to know their achievement after the treatment by using QtA Strategy.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.² There are two variables in research namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. The dependent variable is the variable which is observed and measured to determine the effect of the independent variable.

In this research, there are two variables namely: QtA Strategy as X (Independent variable) and students' reading comprehension of recount text as Y (Dependent variable).

C. Operational Definition of Variable

The operational of variable in this research is as follows:

1. Independent Variable (X)

QtA Strategy is a strategy that can build comprehension from the text by giving the queries in questioning the author as the students' discussion moves in recount text.

² *Ibid.* p. 112.

2. Dependent Variable (Y)

Students' reading comprehension of recount text means an activity to build understanding of the meaning of a text that tells about their past experience which fulfills the criteria of a good reading comprehension. Including main idea, expression/ idioms/ phrase in content, inference, grammatical features, details, excluding facts not written, supporting idea, vocabulary in content.

D. Population, Sample and Sampling Technique of The Research

1. Population

A population is a group of individuals who have the same characteristic.³ The populations of the research were all the eighth grade students in SMP Kemala Bhayangkari Kotabumi at the second semester in the academic year of 2016/2017. The total numbers of all the students were 80 students that consist of 3 classes. Based on the statement above, all the classes were the population in this research. The total number of the students at the eighth grade in SMP Kemala Bhayangkari at the second semester in the academic year of 2016/2017 can be seen from the table below:

³ *Ibid.* p.142.

Table 3
Total Number of the Students at the Eighth Grade of SMP Kemala
Bhayangkari Kotabumi in 2016/2017 Academic Year

No	Class	Gender		Number of Student
		Male	Female	
1.	VIII A	18	8	26
2.	VIII B	14	13	27
3.	VIII C	13	14	27
Total				80

Source : Document of SMP Kemala Bhayangkari Kotabumi

2. Sample of The Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁴ It can be elaborated that sample is a group of individuals as a part of population which is chosen as representative data of the whole population. In this research the researcher took two classes as the sample of the research: VIII B as experimental class and VIII A as control class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters)⁵. In cluster sampling, writer randomly select

⁴ *ibid.* p. 142.

⁵ Donald Ary. Lucy Cheser Jacobs. And Chris Sorensen. *Introduction Research in Education Eighth Edition* (Belmont: Wadsworth, 2010), p. 637.

naturally occurring groups, from a population: then they use as the sample all individuals within the selected clusters.⁶

The researcher conducted the research at the eighth grade consists of three classes. The steps in determining the experimental class and control class as follows:

- a. The first, the researcher made a kind of lottery.
- b. Second, the researcher provided 3 pieces of small paper which each piece is the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and two pieces of the paper.
- d. Next, the first paper as the experimental class and the second one as control class. The class VIII B as experimental class and VIII A as control class.

E. Data Collecting Technique

In this research, the researcher used objective test, the test of pre-test and post-test consist of 40 items of multiple choice questions with 4 options (a, b, c and d). Some tests conducted to collect the data will follow:

1. Pre-test

The researcher gave pre-test to the students before giving the treatments in order to know the basic of students' reading ability before treatment and also the students'

⁶ *Ibid*, p. 192

mean score. The students answered the questions on the answer-sheets. Then the researcher did the scoring based on their answers on the test.

2. Post-test

The researcher asked the students to answer some questions. It would be administered after treatment to know the result of students' reading ability in comprehending texts after they were taught by using QtA strategy. By looking at the students' result in this post-test, so the researcher compared their scores before and after given treatment to draw a conclusion about QtA strategy.

F. Instrument of the Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on recount text. The text content 20 items with four alternative options. The test was aim to measure students' reading comprehension on recount text.. Based on Brown theories, especially reading, there are some criteria commonly used in measuring students' ability in reading comprehension. Among them are:

1. Main idea/topic sentence
2. Expression/ idiom/ phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specially stated detail)
6. Excluding fact not written (used details)

7. Supporting idea
8. Vocabulary in context.⁷

From those theories it can be concluded instrument is a tool to collect the data of the research. The good instrument to measure the students' reading comprehension must based on the 8 criteria, they are: main idea, expression, inference, grammatical features, detail, excluding fact not written, supporting idea, vocabulary in context. But in this research the writer will be measure the students' reading comprehension focus on 7 criteria based on the syllabus used in the school. These specifications of Reading Comprehension pre test and post-test as follow:

Table 4
Table Specification of Pre-Test and Post-Test Instrument before Validity

No	Aspect	Number of Item	Distribution		Total Item
			Odd	Even	
1	Main Idea (topic)	1, 6, 10, 23, 36	1, 23	6, 10, 36	5
2	Expression/Idiom/ phase in contex	5, 14, 17, 34, 39	5,17, 39	14, 34	5
3	Inference (implied detail)	13, 22 27, 33, 40	13, 27, 33	22, 40	5
4	Grammatical feature	2, 11, 15, 26, 38	11, 15	2, 26, 38,	5
5	Detail (scanning can specifically stated detail)	3, 29, 30, 32, 37,	3, 29, 37	30, 32	5
6	Excluding facts not written (unstated detail)	9, 12, 16, 20, 25	9, 25	12, 16, 20	5
7	Supporting idea	4, 7, 19, 28, 31	7, 19, 31	4, 28	5
8	Vocabulary in context	8, 18, 21, 24, 35	21, 35	8, 18, 24	5

⁷ H. D. Brown, *Language assessment: Principle and Classroom Practise*, (Sanfansico University: Longman, 2004), p. 206

	Total		20	20	40
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Table 5
Table Specification Pre Test Instrument after Validity

No	Aspect	Distribution		Total Item
		Odd	Even	
1	Main Idea (topic)	1, 23	36	3
2	Expression/Idiom/Phase in context	17	34	2
3	Inference (implied detail)	13	-	1
4	Grammatical feature	11	2, 38	3
5	Detail (scanning for a specifically stated detail)	37	30	2
6	Excluding fact not written (Unstated details)	9	12, 16	3
7	Supporting idea	7	28	2
8	Vocabulary content	21, 35	8, 18	4
	Total	10	10	20

In the first step of pre-test try out, there were 20 items considered invalid. They were the items number 3, 4, 5, 6, 10, 14, 15, 19, 20, 22, 24, 25, 26, 27, 29, 31, 32, 33, 39, and 40. And there were 20 items considered valid. They were the items number 1, 2, 7, 8, 9, 11, 12, 13, 16, 17, 18, 21, 23, 28, 30, 34, 35, 36, 37, and 38. See appendix 10.

Table 6
Table Specification of Post Test Instrument after Validity

No	Aspect	Distribution		Total Item
		Odd	Even	
1	Main Idea (topic)	23	36	2
2	Expressiion/Idiom/Phase in contex	39	14	2
3	Inference (implied detail	13, 27,33	22	4
4	Grammatical feature	-	26	1
5	Detail (scanning for a specifically stated detail)	3, 29	30	3
6	Excluding fact not written (Unstated details)	25	12, 16, 20	4
7	Supporting idea	19	28	2
8	Vocabulary content	35	24	2
	Total	10	10	20

In the second step of posttest try out, there were 20 items considered invalid. They were the items number 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17, 18, 21, 31, 32, 34, 37, 38, and 40. And there were 20 items considered valid. They were the items number 3, 12, 13, 14, 16, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 35, 36, and 39. See appendix 11.

G. Procedure of the Research

In conducting this research, the researcher used some research procedures, they are:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run well. There were some steps that should be plan by researcher. The procedure of making planning of this research can be seen as follows:

a. Determining the subject

The subject of the research was the students in eighth grade of SMP Kemala Bhayangkari Kotabumi.

b. Preparing the try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The writer prepared try-out test for pre-test and post-test. Then the writer evaluated the test items that tested in pre-test and post-test.

c. Preparing pre-test

The researcher prepares a kind of test (called pre-test) that given to the students before giving the treatment.

d. Preparing Pre Test

The researcher prepared a kind of test (called pre-test) that given to the students. The pre-test given was based on the questions selected in the try out.

e. Determining the material to the taught

The researcher determined the materials that taught to the students, the materials are reading comprehension at recount text by using Questioning the Author strategy, in this case the theme is daily activity. It is based on the syllabus for the eighth grade for vocational school students.

f. Preparing the post-test

Prepared a kind of test (called post-test) that gave to the students. The researcher to know whether the students improve their reading comprehension or not..

2. Application

After making the planning, the researcher applied research procedure that is already planned. There were some steps in doing research :

a. In first meeting, the researcher gave try out test.

This test was multiple choice that consists of 40 items with four options a, b, c, and d. The test distributed in class eighth.

b. In second meeting, the researcher gave items after being determined by validity and reliability analysis of try out. It means that only valid and reliable test items used in the pre test.

c. In last meeting, the researcher gave post test with test items after being determined by validity and reliable.

3. Reporting

The last point that done in this research procedure was reporting. The steps are as follows:

a. Analyze the data received from try out test

b. Analyze the data received from pre-test and post-test.

c. Making a report on the findings.

H. Scoring System

Before getting the score, researcher determined the procedure to used in scoring the students' work. In order to that, the write used Arikunto's formula.⁸ The ideal highest score is 100. The scores of pre-test and post-test calculated by use the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total item

I. Validity of the Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁹ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher used the content validity and construct validity.

a. The Content Validity

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1989), p. 271

⁹ Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge, Cambridge University Press, 2003), p.26.

Content validity is the extent to which a test measures a representative sample of the subject matter, the focus of content validity is adequacy of the sample and simply on the appearance of the test. To get content validity, the test adapted with the students' book that is the test suited with the material that taught to the students. Content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapted with the book *English in Focus for Grade VIII* as the textbook that used, and based on the syllabus for the eighth grade of junior high school which are the Standard Competence for eight grade in the second semester is Understand the meaning in simple short essay in the form of *recount*, and *narrative* to interact with the surrounding environment. The syllabus could be seen in Appendix 11.

b. Construct Validity

Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be measured and be examined¹⁰. The researcher consulted the test to the teacher named Maryana, S.Pd in consulting the test, the researcher wanted to see whether the specification reading comprehension and items number had been fixed. After the researcher consulted the

¹⁰*Ibid*, p. 187

test with the teacher, Maryana said that the reading test material was suitable for the student level. It could be seen in Appendix 7.

c. The Internal Validity

According to Creswell, internal validity, which relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables¹¹ It means that to know score the best result of each items correlated with the score about the totality of the test result. This research, researcher used ANATES Version 4 program to know validity of which consist of 40 items multiple choice.

J. Reliability of Test

According to Creswell, Reliability means that scores from an instrument are stable and consistent.¹² Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the good instrument or not.

The criteria of reliability test are:

0.800-1.000 = Very high reliability

0.600-0.800 = High reliability

0.400-0.600 = Medium reliability

0.200-0.400 = Low reliability

¹¹ John W. Creswell, *Op.Cit.*, p.303

¹² *Ibid*, 159

0.00-0.200 = Very low reliability¹³

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the ANATES of reliability that reliability test in Recount Text for pre test has a high reliability because the result of the reliability is 0.56 and the result of post test was 0.76. The writer concluded that the degree of the level of reliability of the students was high reliability. It can be seen in Appendices 8 and 9.

K. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Prerequisite Test

Prerequisite is a test done to measure the level of mastery of the knowledge base to be able to receive knowledge sequel. Basic knowledge is usually called the material prerequisite knowledge.¹⁴

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social*

¹³ Suhairmi arikunto, *Op.Cit.*, p.310

¹⁴ Suharsimi Arikunto, *Op. Cit.* P. 47

Science) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test is formulated as follows:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher use statistical computation by using SPSS (*Statistical Package for the Social Sciences*).

The hypotheses for the homogeneity test are:

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

2. Hypothetical Test

After the researcher knows that the data is normal and homogeneous, the data analyzed by using sample T-test, to know the significance of the treatment effect. The researcher used SPSS (*Statistical Package for the Social Sciences*) for hypothetical of test.

The hypotheses are:

Ha : There is a significant influence of using Questioning the Author (QtA) strategy toward students' reading comprehension of recount text at the eighth grade of SMP Kemala Bhayangkari Kotabumi in the academic year of 2016/2017.

Ho : There is no a significant influence of using Questioning the Author (QtA) strategy toward students' reading comprehension of recount text at the eighth grade of SMP Kemala Bhayangkari Kotabumi in the academic year of 2016/2017..

While the criteria of acceptance or rejections of hypothetical test are:

H_a is accepted if Sig. < $\alpha = 0.05$

H_o is accepted if Sig. > $\alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post test. The pre test was held on March , 2017 and post-test on April 17, 2017. In pre test, the researcher gave the task for the students before treatment and in the post test, the researcher gave the task for student to answer the question after treatment.

1. Result of Pre-test

The pre-test was administrated in order to know students' reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the control class and experimental class.

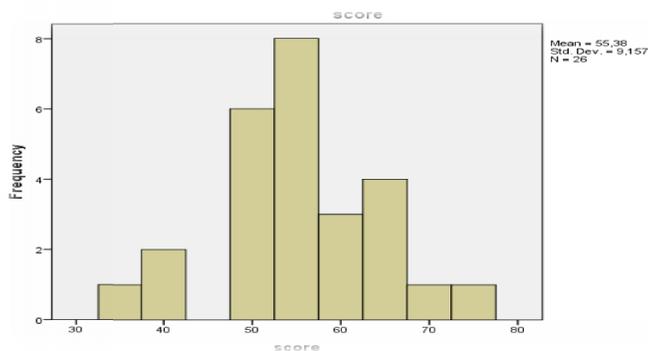


Figure 1
Graphs of the Result of the Pre-test in Control Class

Based on figure 1, the mean of pre-test in control class is 55.38, standard deviation was 9.157, N was 26. It showed students' reading comprehension without the treatments.

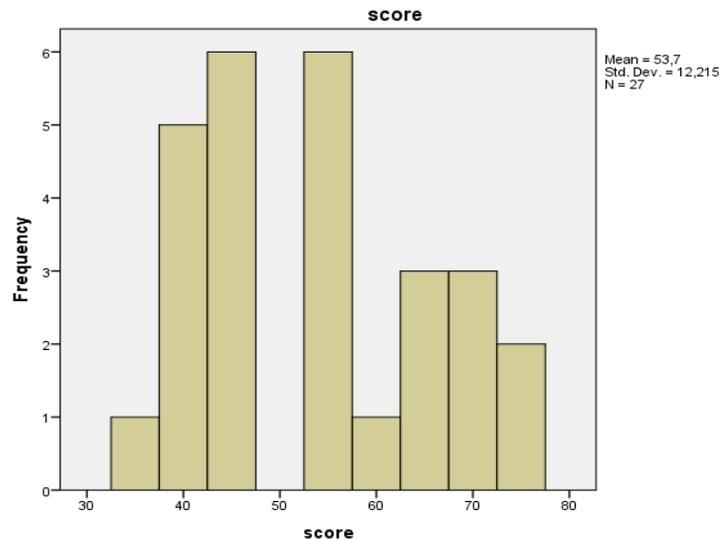


Figure 2
Graphs of the Result of the Pre Test in Experimental Class

Based on figure 2, the mean of pre-test in experimental class is 53.70, standard deviation was 12.215, N was 27. It showed students' reading comprehension before they got treatments.

2. Result of Post-test

The post-test was administrated in order to know students' reading comprehension before the treatments given. It can be seen from the post-test score of students' reading comprehension in the control class and experimental class.

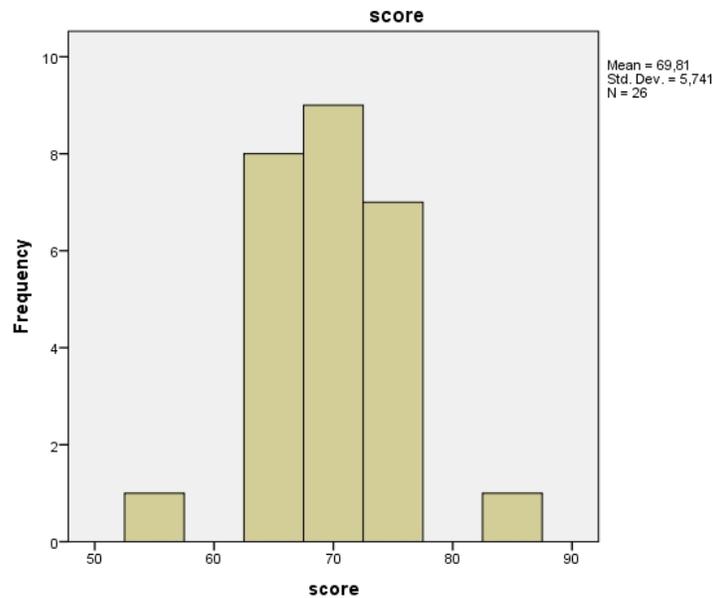


Figure 3
Graphs of the Result of the Post-test in Control Class

Based on figure 3, the mean of post-test in control class is 69.81, standard deviation was 5.741, N was 26. It showed students' reading comprehension without the treatments.

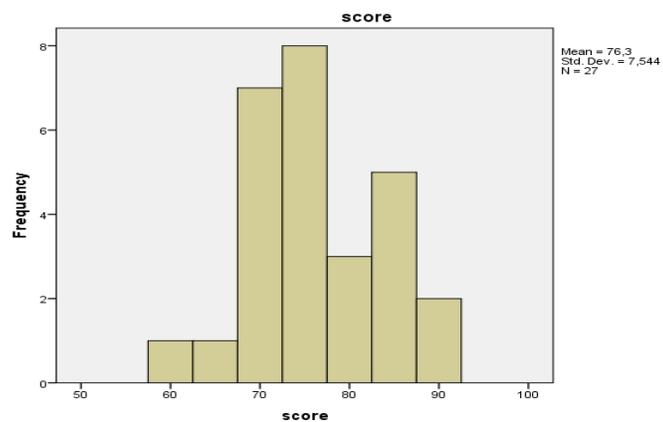


Figure 4
Graphs of the Result of the Post-test in Experimental Class

Based on figure 4, the mean of post-test in experimental class is 76.30, standard deviation was 7.554, N was 27. It showed students' reading comprehension after they got treatments.

3. Result of Normality Test

The writer tested normality test after got score of the students in reading comprehension pretest and posttest of descriptive text using SPSS version 16.

a. The hypotheses are :

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.

b. The test criteria

If the value (p) > significant ($\alpha = 0.05$) it means that, H_0 was accepted

If the value (p) < significant ($\alpha = 0.05$) it means that, H_a was accepted

Table 10
Normality of the Control and Experimental

Class	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Control	1	.183	26	.080	.939	26	.127
Experimental	2	.169	27	.082	.930	27	.071

a. Lilliefors Significance Correction

Based on Table 12, it can be seen that Pvalue (Sig.) for control class was 0.080 and Pvalue (Sig.) for experimental class was 0.082. Because *Sig.* (Pvalue) of experimental class $> \alpha$ 0.05. So, H_0 is accepted and *Sig.* (Pvalue) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See appendix 22)

4. Result of Homogeneity Test

The reseracher tested Homogeneity Test after she got score of student reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in descriptive text by using SPSS)

a. The hypotheses are :

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

b. The criteria of the test are follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

Table 11
The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.180	1	51	.673

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that *Sig.* (Pvalue) was 0.673 $> \alpha$ was 0.05. It demonstrated that H_0 was

accepted because $Sig. (Pvalue) > \alpha$ was 0.05. It means that the variance of the data was homogenous. (See appendix 23)

5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using Questioning the Author (QtA) strategy towards students' reading comprehension in recount text at at the eighth grade of SMP Kemamla Bhayangkari Kotabumi in the academic year of 2016/2017.

H_o : There is no significant influence of using Questioning the Author (QtA) strategy towards students' reading comprehension in recount text at the eighth grade of SMP Kemamla Bhayangkari Kotabumi in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_o is accepted if $Sig. (Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 12
The Result of Hypothetical test

T	Df	Sig. (2-tailed)
4.060	51	.000

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated *Sig.* (P_{value}) was $0.000 < \alpha$ was 0.05 . So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Questioning the Author (QtA) strategy towards students' reading comprehension in recount text at the second semester of the eighth grade of SMP Kemamla Bhayangkari Kotabumi in the academic year of 2016/2017. (See appendix 24).

B. Discussion

At the beginning of the research, the researcher explained there were some procedures used to know students' reading comprehension in recount text. Some tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in reading comprehension in recount text before they were given treatments by the writer. The score of pre-test would be used as the students' score before treatments.

Based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. QtA can improve each aspect of

students reading comprehension including main idea (topic), inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using QtA got better result than the students who taught by using SQ3R.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Questioning the Author (QtA) towards students' reading comprehension of recount text, so alternative hypothesis is accepted. It had been supported by the previous research conducted by Resi Silvia. The previous research conducted at SMA N 1 Sungai Penuh, West Sumatera which entitled "The Effect of Questioning the Author Strategy in Reading Comprehension in Narrative Text". The result of the study showed that Questioning the Author Strategy is effective way on students' reading comprehension.¹ After being taught through Questioning the Author Strategy, the researcher concluded that there was a significant influence of students' reading comprehension. By applying Questioning the Author Strategy, students would think critically for students to make Therefore, Questioning the Author Strategy also gives the students a chance to work with a group discussing what will happen next in the text, if the students share their ideas

¹ Resi Silvia. "*The Effect of Questioning the Author Strategy in Reading Comprehension in Narrative Text*". Padang. ISBN 978-602-17017-7-5. 2015

with the friends in reading class, it will help their friends who are not understand the content of the text.

Beck and her associates in Buehl defines that Questioning the Author Strategy is an especially powerful strategy to help students adopt an inquiring orientation the text. It means Questioning the Author strategy focus on a series of questions that one might naturally pose about any message students might receives, in any form.² QtA queries are teacher question design to assist students in dealing with, grasping text ideas as students encounter them. They are intended to support the students in building an understanding of major text ideas, and to help them discover the difference between knowing an author says and inferring what an author means. There are two types of queries; they are initiating queries and follow-up queries. Initiating queries is an open-ended question to begin the discussion about a part of a text, while follow-up queries is an intensive question to help students figure out more detailed information from the part of the text. It can be concluded that QtA queries help teacher in their role as facilitators by guiding the progress of group discussion and helping students to develop their ideas. The queries are not used to assess comprehension after reading, but to construct meaning during reading in step implementation those are marking, turning back, revoicing, modeling, annotating and recapping.³ Therefore, it can be

² Dough Buehl, *Classroom for Interarctive Learning*, (Tulsa: The Internasional Reading Association, Inc.2009), p.137

³ Honig et.al, *Teaching Reading Sourcebook*, (California: Arena Press, 2008), p. 733

concluded that students' reading comprehension in recount text was influenced by the Questioning the Author (QtA) Strategy.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Questioning the Author (QtA) strategy towards students' reading comprehension in recount text in both classes after treatments done. The mean score of post-test in experimental class was 76.30 and the mean score of post-test in control class was 69.81. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, It means that there is advantage of using Questioning the Author (QtA) strategy towards students' reading comprehension in recount text at the second semester of the eighth grade of SMP Kemala Bhayangkari Kotabumi in 2016/2017 academic year.

B. Suggestion

Based on the conclusion above, the researcher puts forward the following suggestions:

1. Suggestion for the Teacher

- a. In this research, the researcher found out that Questioning the Author strategy as an alternative strategy of the teaching process is a good way to be applied. Due the finding, English teacher can help students increase their reading comprehension by using Questioning the Author.

2. Suggestion for the Students

- a. The students should do activities that related in English to enrich their vocabulary and remember vocabulary that they get to comprehend the text in reading.

3. Suggestion for the School

- a. The school should provide some more English books to be read by students, so they can interest their knowledge.
- b. The school should provide another facility for students to practice English competency.

Appendix 7

Form of Construct Validity for Reading Test

(PRE-TEST)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Penelaah :

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda cex (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai degan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada texts soal dan perbaikanya.

NO	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat di pahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?			
5	Apakah alokasi waktu sudah cukup?			

6	Apakah items number 1, 6, 10, 23, 36, Sudah sesuai dengan aspek nomor 1?			
7	Apakah items number 5, 14, 17, 34, dan 39 Sudah sesuai dengan aspek nomor 2?			
8	Apakah items number 13, 12, 27, 33, dan 40 Sudah sesuai dengan aspek nomor 3?			
9	Apakah items number 2, 11, 15, 26, dan 38 Sudah sesuai dengan aspek nomor 4?			
10	Apakah items number 3, 29, 30, 32, dan 37 Sudah sesuai dengan aspek nomor 5?			
11	Apakah items number 9, 12, 16, 20, dan 25 Sudah sesuai dengan aspek nomor 6?			
12	Apakah items number 4, 7, 19, 28, dan 31 Sudah sesuai dengan aspek nomor 7?			
13	Apakah items number 8, 18, 21, 24 dan 35 Sudah sesuai dengan aspek nomor 8?			

Kotabumi,2017

Validator

Appendix 5

RECOUNT TEXT READING COMPREHENSION OF POST TEST

Name :

Class :

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1 (Question 1-5)

Two days ago, Jenny and Eric had dinner at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Eric had a bowl of fruit salad. They ordered soft drink for Eric and orange for Jenny.

They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

1. What is the main idea of the text?
 - a. A complaint about something
 - b. The Brazilian restaurant
 - c. The delicious food
 - d. The romantic dinner

2. They made a complaint to the restaurant manager.
The underline word refers to...
 - a. Jenny and Eric
 - b. Italian restaurant
 - c. The restaurant manager
 - d. The waitress

3. Why did Jenny and Eric make a complaint?
 - a. Because Jenny enjoyed their meal.
 - b. Because Jenny found a piece of button in her soup.
 - c. Because they got a satisfied servant.
 - d. Because Eric ordered a bowl of fruit salad.

4. What probably happened when Jenny found a button in her soup?
 - a. She made a complaint.
 - b. They continued their dinner.
 - c. The manager restaurant gave discount.
 - d. They left the restaurant.

5. "The manager was very sorry about it"
The expression above refers to...
 - a. Complaining something
 - b. Asking apologize
 - c. Giving something
 - d. Offering something

Text 2 (Question 6-9)

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat " It's alright babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still quiet so we were able to get a bungalow near the beach for about \$ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

6. What is the main idea of the passage?
 - a. An unforgettable moment.
 - b. A fantastic journey.
 - c. The long trip.
 - d. The journey.

7. "... it was a hot day".
The idiom of the underline word means...
- Winter
 - Cloudy
 - Snowy
 - Sunny
8. "...It was a fantastic journey that I ever had."
The underline word has the synonym to?
- Unlucky
 - Serious
 - Incredible
 - Spoiled
9. Which of the following is not true of the text?
- The writer spent walking around the island.
 - The writer had three days in Gilli Air.
 - The writer took five hour to arrive in Giili Air by boat.
 - The weather was a hot day.

Text 3 (Question 10-13)

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

10. What is the main idea of the second paragraph?
- Mrs. Damiri had an accident.
 - Mr. Damiri was proud of his son.
 - Yusuf asked his the neighbor for help.
 - Mr. Damiri and his other children had gone.

11. What are tenses that used in the text?
 - a. Simple past tense
 - b. Simple continues tense
 - c. Simple perfect tense
 - d. Simple present tense

12. It can be concluded that Yusuf is a ... child
 - a. Religious
 - b. Craven
 - c. Diligent
 - d. Smart

13. From the text above, it can be inferred that...
 - a. Mr. Damiri was at home when accident happened.
 - b. Mr. Damiri were not at home when accident happened.
 - c. Mr. Damiri was not at home when accident happened.
 - d. Mr. Damiri were at home when accident happened.

Text 4 (Question 14-22)

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

14. "My cell phone was broken..."
The idiom of the statement means?
 - a. The phone unused.
 - b. The phone was new.

- c. The phone was old.
 - d. The phone was disappear.
15. “I let him choose one.”
Pronoun “him” refers to...
- a. The writer’s friend.
 - b. The writer’s mother.
 - c. The shop keeper.
 - d. The manager.
16. Based on the text above, it can be concluded that...
- a. The writer could contact his friend.
 - b. The writer’s friend was in the clothes section.
 - c. The writer and his friend are close friend.
 - d. The writer left at 03.00 pm.
17. “I was very angry...”
The expression of the statement means...
- a. The writer was happy.
 - b. The writer was mad.
 - c. The writer was glad.
 - d. The writer was proud.
18. “She said that he was in the department store looking for me”
The underline word has the synonym to...
- a. Get
 - b. Search
 - c. Catch
 - d. Arrive
19. Why did the writer could not call his friend?
- a. Because the writer not ride the motorcycle.
 - b. Because the writer left his friend.
 - c. Because the writer at home
 - d. Because the writer’s phone was broken.

20. Based on the text above, it can be concluded that...
- The writer was tired.
 - The writer was happy.
 - The writer was helpful
 - The writer was naughty
21. "...I got bored watching him confused in choosing a shirt."
The underline word has antonym to...
- Satisfied
 - Enjoyed
 - Tired
 - Interested
22. It can be inferred that the writer's friend wasted ... minutes in clothes section.
- Twenty five
 - Sixty
 - Fifty
 - Thirty

Text 5 (Question 23-27)

I was so glad that today is over. So many things have gone wrong. I did not sleep a wink last night. I was very tired when Mum called me this morning. I felt asleep again when Mum called me again. That snooze made me late.

I did not have time for breakfast. I was striving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He shouted me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I forgot to put in my bag the night before. I usually check in the morning, but I did not do this because I was late I had to do extra assignment as a punishment.

After biology lesson, I did not use tie my shoelace properly. I tripped over it. And felt down the stairs. My knee was blood and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

23. What is the main idea of the text?
- The terrible day
 - The nice day
 - The wonderful day
 - The lucky day
24. “I tripped over it” (last paragraph)
The underline word has synonym to...
- Slow
 - Stumble
 - Hurry
 - Fast
25. Based on the text, the writer got On his knee.
- Feel
 - Care
 - Nice
 - Hurt
26. What is the main idea of the paragraph 3?
- The writer got punishment.
 - The writer brought homework.
 - The writer did not get punishment.
 - The writer did not ask the homework.
27. From the text above, it can be inferred that the writer is a ...
- Careful person
 - Cautious person
 - Forgetful person
 - Attentive person

Text 6 (Question 28-31)

Last week, I spent my holiday in Jakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately, I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus

was trapped in queue for about three and a half hours. I finally arrived a lebak bulus bus station at dawn. It was the most tiring trip I ever had.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

28. What time did the writer probably arrive at lebak bulus bus station ?
- At noon
 - 4 Pm
 - 4 Am
 - In the middle of the night
29. Why did the writer feel afraid? (line 3)
- Because the writer thought bad things that could happen on the street.
 - Because the writer arrived.
 - Because the bus was arrive in destination.
 - Because the writer stopped suddenly.
30. What did the driver's assistant do after he stopped bus suddenly?
- The driver's assistant continued the trip.
 - The driver's assistant called the police
 - The writer's assistant told the passengers that there was a road accident.
 - The writer's assistant ran away.
31. Where did the writer spend her holiday?
- Lebak bulus station
 - Jakarta
 - Lampung
 - Manado

Text 7 (Question 32-35)

Forgetful

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

32. How did the writer get his phone cell back?
- He asked his friend.
 - He called his friend.
 - He asked his brother to call his number phone.
 - He put it on jacket.
33. It can be inferred that the writer is a ... person
- Diligent
 - Humble
 - Forgetful
 - Careful
34. "To my surprise, I heard it ringing in my jacket".
The underline expression above means to...
- Shocked
 - Curious
 - Proud
 - Happy
35. "I was getting panicky."
The underline word has antonym to...
- Surprise
 - Careless
 - Sloppy
 - Calm down.

Text 8 (Question 36-40)

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

36. What is the main idea of the text?
- The coming back of the lost dog
 - A long journey of the dog
 - A holiday experience in Scotland
 - The disappearance of the dog
37. According to the text, how did Paddy get lost?
- He was hungry and searched for a food
 - He followed motorbike riders away
 - He saw a rabbit and ran after walk
 - He felt bored and took a walk
38. "He tried to look for him for days."
Pronoun "He" refers to...
- Paddy
 - Mum
 - Dad
 - Tom
39. "Paddy barked very loud and the scared rabbit ran into the bushes."
The expression above means...
- Paddy tried to catch the rabbit
 - Paddy scared of rabbit
 - Rabbit barked aloud.
 - Paddy and rabbit run together.
40. From the text above, it can be inferred that...
- Paddy back to Tom's house.
 - Paddy lost.
 - Paddy died.
 - Paddy cannot find Tom's house.

ANSWER KEY

- | | |
|-------|-------|
| 1. A | 21. B |
| 2. A | 22. B |
| 3. B | 23. A |
| 4. A | 24. B |
| 5. B | 25. D |
| 6. B | 26. A |
| 7. D | 27. C |
| 8. C | 28. B |
| 9. C | 29. A |
| 10. C | 30. C |
| 11. A | 31. B |
| 12. D | 32. C |
| 13. C | 33. C |
| 14. A | 34. A |
| 15. A | 35. D |
| 16. C | 36. A |
| 17. B | 37. C |
| 18. B | 38. D |
| 19. D | 39. A |
| 20. A | 40. A |

Appendil 1 The Result of an Interview for English Teacher

The following of interview with the English in SMP Kemala Bhayangkari Kotabumi :

No	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah ibu menggunakan teknik, streuntuk mengajar bahasa Inggris didalam kelas?	Ya, dalam mengajar bahasa Inggris didalam kelas saya menggunakan strategi SQ3R.	Guru tersebut telah menggunakan strategi SQ3R.
2.	Jika iya, teknik apa yang ibu gunakan?	Teknik yang saya gunakan adalah strategi SQ3R	Berdasarkan penjelasan guru tersebut peneliti menyimpulkan bahwa guru tersebut menggunakan strategi SQ3R
3.	Bagaimana prosedur strategi yang ibu gunakan tersebut?	Prosedur nya saya meminta siswa untuk membaca teks paragraph demi paragraph kemudian menyimpulkan isi dalam tiap paragraph tersebut dan megecek pemahaman mereka tentang teks yang dibaca sebelum dibahas bersam-sama.	Prosedur yang di gunakan guru tersebut, pertama guru menjelaskan materi, kemudian guru meminta siswa untuk membaca teks paragraph demi paragraph kemudian menyimpulkan isi dalam tiap paragraph tersebut dan megecek pemahaman mereka tentang teks yang dibaca sebelum dibahas bersam-sama.

4.	Adakah kesulitan yang ibu temukan ketika mengajar bahasa Inggris khususnya dalam keterampilan membaca teks recount?	Kesulitan yang saya hadapi ketika mengajar siswa khususnya membaca yaitu, mereka sulit dalam memahami isi bacaan teks, mengambil makna yang terkandung, menyampaikan maksud atau pesan dari teks yang dibaca.	Kesulitan yang di hadapi guru dalam mengajarkan keterampilan membaca yaitu, siswa sulit menyampaikan pesan yang ada dalam teks.
5.	Sejauh ini bagaimana perkembangan kemampuan membaca siswa dalam teks tersebut?	Untuk perkembangan kemampuan membaca siswa khususnya dalam teks recount masih sangat rendah, dapat dilihat untuk hasil penilaian lebih banyak siswa yang tidak mencapai KKM dibandingkan dengan yang mencapai KKM.	Perkembangan kemampuan membaca siswa masih rendah.

Appendix 2 The Result of Interview for Students

The following of Interview with students :

No	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kalian menyukai pelajaran bahasa Inggris, khususnya menulis?	Saya tidak terlalu menyukai pelajaran bahasa Inggris.	Peserta didik tidak terlalu menyukai pelajaran bahasa inggris.
2.	Bagaimana perasaan kalian ketika gurumu sedang mengajar?	Saya merasakan malas dan bosan, karena cara guru mengajar tidak seru	Peserta didik merasa bosan karena cara guru mengajar tidak seru
3.	Apakah ibu guru ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?	Tidak, kami hanya diminta untuk menerjemah kemudian menjawab soal.	Guru tidak menggunakan teknik atau strategy yang menarik, jadi pembelajaran dikelas terkesan monotone.
4.	Apakah kalian kesulitan dalam membaca teks bahasa Inggris khususnya materi teks recount?	Iya saya merasakan kesulitan dalam membaca teks tersebut.	Peserta didik mengalami kesulitan didalam membaca dan memahami teks recount
5.	Apa yang membuat kalian kesulitan dalam membaca teks bahasa Inggris khususnya materi teks recount?	Saya merasa kesulitan karena sulit memahami kalimat meskipun sudah memakai kamus, dan ibu guru ketika menjelaskan tidak seru	Siswa masih merasa sulit dalam memahami isi teks bahasa inggris meski sudah memakai alat bantu (kamus)

Appendix 3

DAFTAR NILAI SISWA SMP KEMALA BHAYANGKARI KOTABUMI KELAS VIII A

No	Nama Siswa	Nilai
1	Ahmad Refa'i	60
2	Adit Prasetyo	62
3	Afrizal Dimas Saputra	78
4	Ardini Mirza Faliha	76
5	Bagas Febrian Akbar	80
6	Devina Sari	77
7	Jerry Setiawan	62
8	Jimmy Dian Damara	78
9	Jordi Roy Kevin	74
10	Jumadi Khoiri	62
11	Kevin Redika	60
12	M. Dhika Pratama	63
13	M. Fajar Siddik	78
14	M. Ryanmizard Arief. HR	58
15	Poppy Dwi Septian	78
16	Putra Andika	76
17	Ranggi Claudya	78
18	Rayendra Patria Intanto	64
19	Rendi Sanjaya	58
20	Rika Nur Fadhila	76
21	Rindi Prastia Wati	64
22	Wahyu Triyadi	55
23	Satria Mulya Dinata	70
24	Sofian Irawan	56
25	Windy Antika	68
26	Yantika Intan	64

Kepala SMP Kemala Bhayangkari

Syamsul Rizal, S. Pd

NIP.

**DAFTAR NILAI SISWA SMP KEMALA BHAYANGKARI KOTABUMI
KELAS VIII B**

No	Nama Siswa	Nilai
1	Alpina Apriani	68
2	Anis Salwa Rahmadani	66
3	Anisa Dwi Afitri	76
4	Anissa Sabakri	78
5	Apriza Aziz	65
6	Bela Amalia Wiranti	68
7	Deni Kurniawan	68
8	Dimas Tegar Wicaksono	70
9	Dina Febriyani	72
10	Jisman Zailani	65
11	M. Naufal Fachri	68
12	Muhammad Bastari	76
13	Nadhira Prima	74
14	Nanang Maulana	74
15	Novi Arosi	76
16	Nurhidayat Setiawan	70
17	Okta Alfriani	72
18	Raden Fadhel Muhdholifah	58
19	Reni Novianti	76
20	Riski Maulana	78
21	Riswan	56
22	Siska Liana	78
23	Yulia Ayu Cendani	78
24	Yunio Chandra	56
25	Royhan Nasrul	78
26	Imam Prasetyo Budi	78
27	Jodi Isya Putra Pratama	70

Kepala SMP Kemala Bhayangkari

**Syamsul Rizal, S. Pd
NIP.**

**DAFTAR NILAI SISWA SMP KEMALA BHAYANGKARI KOTABUMI
KELAS VIII C**

No	Nama Siswa	Nilai
1	Ajeng Rani Maharani	78
2	Alfia Adi Nurzahir	78
3	Ardi Setiawan	76
4	Aura Marsellita Nugroho	70
5	Ayu Lia Wulandari	68
6	Dani Dargiandi	66
7	Deni Saputra	64
8	Egi Destiani	72
9	Erikko Cahya Sanjaya	72
10	Fadhlan Risky	76
11	Ferdiyanto Pratama	70
12	Fitri Puji Astuti	78
13	Hani Apri yanti	76
14	Intan Melyani Ansori	72
15	Jimi Fernando	66
16	Linda Asmara	68
17	M. Febriansyah	76
18	M. Prayoga	76
19	Masya Nurul Fatiha	72
20	Miranda	70
21	Muhammad Agil Parendi	64
22	Muhammad Risky	62
23	Raihan Indar Priyadi	64
24	Vina Oktavia	78
25	Vivi Rahmawati	76
26	Yolanda Aprillia Takuna	78
27	Yuliza Murti	78

Kepala SMP Kemala Bhayangkari

**Syamsul Rizal, S. Pd
NIP.**

Appendix 9

REKAP ANALISIS BUTIR

Rata2= 27,48

Simpang Baku= 5,85

KorelasiXY= 0,76

Reliabilitas Tes= 0,87

Butir Soal= 40

Jumlah Subyek= 27

Nama berkas: D:\ALHAMDULILLAH\PRINT FIX 1.2.17\POST TO.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	42,86	Mudah	0,293	-
2	2	28,57	Sangat Mudah	0,295	-
3	3	28,57	Sangat Mudah	0,308	Signifikan
4	4	14,29	Mudah	0,153	-
5	5	0,00	Sedang	0,096	-
6	6	28,57	Sangat Mudah	0,153	-
7	7	28,57	Sangat Mudah	0,069	-
8	8	14,29	Sangat Mudah	0,122	-
9	9	0,00	Mudah	-0,098	-
10	10	-28,57	Sedang	-0,246	-
11	11	14,29	Mudah	0,182	-
12	12	100,00	Sedang	0,688	Sangat Signifikan
13	13	57,14	Sedang	0,525	Sangat Signifikan
14	14	28,57	Mudah	0,472	Sangat Signifikan
15	15	0,00	Mudah	-0,010	-
16	16	42,86	Sedang	0,492	Sangat Signifikan
17	17	14,29	Sedang	0,265	-
18	18	14,29	Sedang	0,142	-
19	19	57,14	Mudah	0,492	Sangat Signifikan
20	20	85,71	Mudah	0,728	Sangat Signifikan
21	21	28,57	Sangat Mudah	0,153	-
22	22	57,14	Sedang	0,425	Sangat Signifikan
23	23	57,14	Sangat Mudah	0,479	Sangat Signifikan
24	24	85,71	Sedang	0,612	Sangat Signifikan
25	25	100,00	Sedang	0,634	Sangat Signifikan
26	26	85,71	Mudah	0,757	Sangat Signifikan
27	27	71,43	Sedang	0,517	Sangat Signifikan

28	28	42,86	Sedang	0,400	Sangat Signifikan
29	29	57,14	Mudah	0,622	Sangat Signifikan
30	30	71,43	Sedang	0,572	Sangat Signifikan
31	31	28,57	Sedang	0,166	-
32	32	-14,29	Mudah	0,107	-
33	33	42,86	Sangat Mudah	0,422	Sangat Signifikan
34	34	14,29	Mudah	0,293	-
35	35	42,86	Sedang	0,374	Signifikan
36	36	28,57	Mudah	0,389	Signifikan
37	37	0,00	Sedang	-0,010	-
38	38	0,00	Sukar	0,073	-
39	39	42,86	Mudah	0,418	Sangat Signifikan
40	40	28,57	Mudah	0,256	-

Appendix 4

Try Out Pre Test before Validity

Name :

Class :

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1 (Question 1-5)

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rock tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I saw so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody seriously injured.

1. What is the main idea of the first paragraph?
 - a. I was on my car
 - b. I was driving
 - c. My experience during an earthquake
 - d. My vocation to Bali.

2. The pronoun “me” in the first paragraph refers to...
 - a. The writer
 - b. The people
 - c. The family
 - d. The someone

3. What did the writer think when the car launches to one side?
 - a. He/she thought that it was a usual thing
 - b. He/she knew that it was an earthquake
 - c. He/she thought that it was a flat tire
 - d. He/she did not think about it

4. According to the passage, why could not the writer move the his/her car?
 - a. Because it was heavy.
 - b. Because there was no help.
 - c. Because he/she got a flat tire.
 - d. Because the road is full of rocks.

5. "I saw so surprised that there was almost nothing left".
What the expression above means?
 - a. The writer shocked.
 - b. The writer was very sad.
 - c. The writer was curious.
 - d. The writer was glad.

Text 2 (Question 6-9)

Nida spent her weekend at home. It was a tired weekend because she had many activities. Nida watered the flowers in the morning. She also washed her clothes and cleaned her house.

In the afternoon, Nida ironed the clothes. She arranged her clothes in the wardrobe. In the evening, Nida prepared the material for test. She studied English and Mathematic.

6. What is the main idea of the first paragraph?
 - a. Tired weekend.
 - b. Nida's activities on Sunday.
 - c. Nida's activities on the weekend.
 - d. Nida's activities in the morning.

7. According to the passage above, why did Nida feel tired on the weekend?
 - a. Because she felt so.
 - b. Because she cleaned the house.
 - c. Because she did many activities.
 - d. Because she watered the flowers.

8. "She arranged her clothes in the wardrobe."
The underline word has the closest meaning to ...
 - a. Put
 - b. Let
 - c. Brought
 - d. Cleaned

9. Which of the following activities did Nida not do?
- She washed all of family clothes
 - She ironed the clothes
 - Watered the flowers.
 - She studied the Math.

Text 3 (Question 10-13)

Last holiday, Nida and her friends went camping on the mountain. They went to mountain Muria.

They prepared everything before going on camping. The boys prepared the tents, the girls prepared the food. They brought cooking utensils and the food from home. They brought clothes, camera, guitar, etc.

On the first day, they sat up the tent. The girls made the fence of the area. Then, they cooked the food for lunch.

On the second day, they had some activities. They went on hiking. They took some pictures and they sang song together.

They had camping for about three days. On the last day, they went to home happily. They felt very tired.

10. What is the main idea of the second paragraph?
- The girls prepared the food.
 - The boys prepared the tents.
 - Nida's and her friends preparation before going on camping.
 - Nida's and her friends brought the clothes, camera, guitar, etc.
11. "They went to the mount Muria."
The word "They" refers to....
- Nida
 - Friends
 - Nida and her friends
 - Boys and girls.
12. Which is not true based on the third paragraph?
- Cooked food
 - Set up the tent.
 - Made the fence.
 - Cooked food for dinner.
13. It can be inferred from the passage, that Nida...
- Nida had boring camping with her friends

- b. Nida had fun camping with her friends.
- c. Nida sang song with her friends.
- d. Nida hiking with her friends.

Text 4 (Question 14-22)

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tours agent and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friends and his group drove on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with trees and there are many olds Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friends watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friends ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

14. “After that, he stopped a little”
The underline word means?
- a. The writer took a rest.
 - b. The writer back to Bali.
 - c. The writer move to other place.
 - d. The writer visited the beach.
15. “it was a busy but quiet town.”
The word “It” refers to...
- a. Singaraja
 - b. Batubulan
 - c. Ubud
 - d. Kuta

16. Which is not true based on the second paragraph?
- There are about 90 thousand people living in Singaraja.
 - The group drove through the tunnels.
 - There are trees along the street.
 - Singaraja is a busy town.
17. "He was quiet satisfied."
- The underlined statement is expressed meaning...
- unhappy
 - dissatisfied
 - amazing
 - happy
18. "There are many Old Dutch houses"
- The antonym of the underlined word is...
- Bad
 - New
 - Year
 - God
19. According to the text, why was the tour to Ubud different from the tour to Singaraja?
- Because it is more beautiful.
 - Because there are stones there.
 - Because there are paintings there.
 - Because there are many arts and crafts.
20. Which statement is not true based on the paragraph 3?
- They had lunch at Sukawati.
 - The sculpture stone center is a Batubulan.
 - There were some people carving at big block stones.
 - They did not visit Celuk, the center of silver smith and golden smith.
21. The first stop was at Batubulan, a center of stone sculpture.
- The underlined word has a synonym with...
- left
 - right
 - middle
 - corner
22. It can be inferred from the passage that...
- The writer was satisfied about the holiday.

- b. The writer was annoyed about the holiday.
- c. The writer was happy.
- d. The writer was bored.

Text 5

Jane had a party in her house last Sunday. It was her birthday party. She invited her friends, her classmates, and her neighbors attended her party. They brought her a lot of gifts and birthday cards.

The party began at seven o'clock p.m. they sang birthday song together. They blew the candles. Then she cut the birthday cake and gave it to the parents. They ate and drank together.

The party ended at ten o'clock p.m. they were very happy.

23. What is the main idea of the text?
- a. Jane's birthday party
 - b. Jane's sang song together
 - c. Jane's invited her friends
 - d. Jane's got gif.
24. "They brought a lot of gifts and birthday cards."
The underline word means?
- a. Big
 - b. Many
 - c. Small
 - d. A few
25. Which statement is true based on the text?
- a. Jane did not give birthday cake to the her parents.
 - b. It was just ordinary party.
 - c. Jane got many present.
 - d. No candles were blown.

Text 6 (Question 26-35)

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered on the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited but nothing happened. Suddenly someone shouted "It's two minute past twelve! The clock has stopped!"

I looked by my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

26. What is the main idea of the text?
 - a. The writer explained how his celebrating the New Year.
 - b. The writer spent his night.
 - c. The writer spent his New Year by self.
 - d. The writer spent New Year in restaurant.

27. It can be inferred from the text, that the writer....
 - a. Celebrate the New Year
 - b. Waiting the New Year
 - c. Brought a watch
 - d. Sing and laugh

28. According to the text, why did the people gathered under the Town Hall Clock?
 - a. To welcome the New Year
 - b. To stop people who shouted
 - c. To strike the laughing people
 - d. To see the newly bought clock

29. When did the event happen?
 - a. At home
 - b. At the beach
 - c. At the market
 - d. At the center of the town

30. Which of the following is not true of the text?
 - a. The writer celebrated the New Year with his family
 - b. The writer was waiting to celebrate the New Year
 - c. The writer brought a watch
 - d. The writer was very happy

31. According to the text, what probably happened when someone shouted that the clock stopped?
 - a. Everybody directly celebrated the New Year
 - b. Everybody looked for a watch
 - c. Everybody sing and laugh
 - d. Everybody shouted too.

32. What does the first sentence tell you?
- The problem that the writer met
 - The funny thing in the story
 - The opening of the story
 - The past even
33. It can be inferred, from the passage, that...
- Everybody was happy to celebrate New Year.
 - Everybody was sad to celebrate New Year.
 - Everybody was disappointed to celebrate the New Year.
 - Everybody was cry to celebrate the New Year.
34. It was the last day of the year and large crowd of people had gathered under the Town Hall clock.
What is the meaning of the underlined word?
- Big
 - Many
 - Mass
 - Lots of
35. “The big clock refused to welcome the New Year.”
What is the synonym of the word...
- Accept
 - Reject
 - Admit
 - Hat

Text 7 (Question 36-40)

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

36. What is the main idea of the first paragraph?
- The beach has five kilometers from our houses.
 - My friends and I rode our bikes to the store.
 - My friends and I play in the water and sat under the trees.
 - My friends and I rode our bikes to the beach.

37. How did they go to the beach?
- By bicycles
 - By boat
 - By bus
 - By car
38. "So, we had the beach on our own." (line 4)
The word "We" refers to...
- My friends and I
 - Family
 - People
 - Friend
39. "We really had a great time"
The statement above is expressing about?
- Expression happy
 - Expression sad.
 - Expression disappointed.
 - Expression angry.
40. It can be inferred from the passage, that...
- The writer had really great time.
 - The writer had terrible day
 - Fun holiday
 - Disappointed day

ANSWER KEY

1. C	21. C
2. A	22. A
3. C	23. A
4. D	24. A
5. A	25. D
6. C	26. A
7. C	27. B
8. A	28. A
9. A	29. D
10. C	30. D
11. C	31. A
12. D	32. B
13. B	33. A
14. A	34. B
15. A	35. C
16. B	36. B
17. D	37. D
18. B	38. A
19. D	39. A
20. D	40. A

Appendix 8

REKAP ANALISIS BUTIR

Rata2= 22,96

Simpang Baku= 4,52

KorelasiXY= 0,56

Reliabilitas Tes= 0,72

Butir Soal= 40

Jumlah Subyek= 27

Nama berkas: D:\ALHAMDULILLAH\PRINT FIX 1.2.17\PRE TO.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	42,86	Sedang	0,348	Signifikan
2	2	42,86	Sedang	0,333	Signifikan
3	3	14,29	Sangat Mudah	0,031	-
4	4	0,00	Sedang	0,008	-
5	5	14,29	Sedang	0,110	-
6	6	28,57	Sangat Mudah	0,232	-
7	7	28,57	Sedang	0,399	Signifikan
8	8	28,57	Sedang	0,310	Signifikan
9	9	42,86	Sedang	0,396	Sangat Signifikan
10	10	28,57	Sedang	0,299	-
11	11	42,86	Sedang	0,376	Signifikan
12	12	57,14	Sedang	0,359	Signifikan
13	13	28,57	Sedang	0,309	Signifikan
14	14	28,57	Sangat Mudah	0,123	-
15	15	42,86	Sedang	0,288	-
16	16	42,86	Sedang	0,490	Sangat Signifikan
17	17	57,14	Sedang	0,571	Sangat Signifikan
18	18	57,14	Sedang	0,495	Sangat Signifikan
19	19	-14,29	Sedang	-0,148	-
20	20	-14,29	Sedang	-0,142	-
21	21	42,86	Sedang	0,418	Sangat Signifikan
22	22	14,29	Mudah	0,148	-
23	23	42,86	Mudah	0,317	Signifikan
24	24	14,29	Sedang	0,058	-
25	25	14,29	Sangat Mudah	0,196	-
26	26	28,57	Sedang	0,192	-
27	27	-14,29	Sedang	-0,047	-

28	28	28,57	Sedang	0,324	Signifikan
29	29	14,29	Mudah	0,148	-
30	30	42,86	Sedang	0,313	Signifikan
31	31	-28,57	Sedang	-0,145	-
32	32	-14,29	Sedang	0,059	-
33	33	0,00	Mudah	0,061	-
34	34	42,86	Sedang	0,366	Signifikan
35	35	85,71	Sedang	0,545	Sangat Signifikan
36	36	57,14	Sedang	0,443	Sangat Signifikan
37	37	57,14	Sedang	0,508	Sangat Signifikan
38	38	57,14	Sangat Mudah	0,488	Sangat Signifikan
39	39	14,29	Mudah	0,071	-
40	40	28,57	Sedang	0,189	-

Appendix 7

Table Specification of Pre-Test and Post-Test Instrument before Validity

No	Aspect	Number of Item	Distribution		Total Item
			Odd	Even	
1	Main Idea (topic)	1, 6, 10, 23, 36	1, 23	6, 10, 26	5
2	Expression in phrase / Idioms	5, 14, 17, 34, 39	5, 17, 39	14, 34	5
3	Inference (implied detail)	13, 22, 27, 33, 40	13, 27, 33	22, 40	5
4	Grammatical feature	2, 11, 15, 26, 38	11, 15	2, 26, 38	5
5	Detail (scanning can specifically stated detail)	3, 29, 30, 32, 37	3, 29, 37	30, 32	5
6	Excluding facts not written (unstated detail)	9, 12, 16, 20, 25	9, 25	12, 16, 20,	5
7	Supporting idea	4, 7, 19, 28, 31	7, 19, 31	4, 28	5
8	Vocabulary in context	8, 18, 21, 24, 35	21, 35	8, 18, 24	5
	Total		20	20	40

Appendix 10

RECOUNT TEXT READING COMPREHENSION AFTER VALIDITY

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1 (Question 1-2)

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rock tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I saw so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody seriously injured.

1. What is the main idea of the first paragraph?
 - a. I was on my car
 - b. I was driving
 - c. My experience during an earthquake
 - d. My vocation to Bali.

2. The pronoun “me” in the first paragraph refers to...
 - a. The writer
 - b. The people
 - c. The family
 - d. The someone

Text 2 (Question 3-5)

Nida spent her weekend at home. It was a tired weekend because she had many activities. Nida watered the flowers in the morning. She also washed her clothes and cleaned her house.

In the afternoon, Nida ironed the clothes. She arranged her clothes in the wardrobe. In the evening, Nida prepared the material for test. She studied English and Mathematic.

3. According to the passage above, why did Nida feel tired on the weekend?
 - a. Because she felt so.
 - b. Because she cleaned the house.
 - c. Because she did many activities.
 - d. Because she watered the flowers.

4. “She arranged her clothes in the wardrobe.”
The underline word has the closest meaning to ...
 - a. Put
 - b. Let
 - c. Brought
 - d. Cleaned

5. Which of the following activities did Nida not do?
 - a. She washed all of family clothes
 - b. She ironed the clothes
 - c. Watered the flowers.
 - d. She studied the Math.

Text 3 (Question 6-8)

Last holiday, Nida and her friends went camping on the mountain. They went to mountain Muria.

They prepared everything before going on camping. The boys prepared the tents, the girls prepared the food. They brought cooking utensils and the food from home. They brought clothes, camera, guitar, etc.

On the first day, they sat up the tent. The girls made the fence of the area. Then, they cooked the food for lunch.

On the second day, they had some activities. They went on hiking. They took some pictures and they sang song together.

They had camping for about three days. On the last day, they went to home happily. They felt very tired.

6. “They went to the mount Muria.”
The word “They” refers to....
 - a. Nida
 - b. Friends

- c. Nida and her friends
 - d. Boys and girls.
7. Which is not true based on the third paragraph?
 - a. Cooked food
 - b. Set up the tent.
 - c. Made the fence.
 - d. Cooked food for dinner.
 8. It can be inferred from the passage, that Nida...
 - a. Nida had boring camping with her friends
 - b. Nida had fun camping with her friends.
 - c. Nida sang song with her friends.
 - d. Nida hiking with her friends.

Text 4 (Question 9-12)

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tours agent and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friends and his group drove on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with trees and there are many olds Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friends watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friends ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

9. Which is not true based on the second paragraph?
 - a. Thera are about 90 thousand people living in Singaraja.
 - b. The group drove though the tunnels.

- c. There are trees along the street.
 - d. Singaraja is a busy town.
10. "He was quiet satisfied."
- The underline statement is express meaning...
- a. unhappy
 - b. dissatisfied
 - c. amazing
 - d. happy
11. "There are many Old Dutch house"
- The antonym of the underlined word is...
- a. Bad
 - b. New
 - c. Year
 - d. God
12. The first stop was at Batubulan, a center of stone sculpture.
- The underline word has synonym with...
- a. left
 - b. right
 - c. middle
 - d. corner

Text 5

Jane had a party in her house last Sunday. It was her birthday party. She invited her friends, her classmates, and her neighbors attended her party. They brought her a lot of gifts and birthday cards.

The party began at seven o'clock p.m. they sang birthday song together. They blew the candles. Then she cut the birthday cake and gave it to the parents. They ate and drank together.

The party ended at ten o'clock p.m. they were very happy.

13. What is the main idea of the text?
- a. Jane's birthday party
 - b. Jane's sang song together
 - c. Jane's invited her friends
 - d. Jane's got gift.

Text 6 (Question 14-17)

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered on the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited but nothing happened. Suddenly someone shouted "It's two minute past twelve! The clock has stopped!"

I looked by my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

14. According to the text, why did the people gathered under the Town Hall Clock?
 - a. To welcome the New Year
 - b. To stop people who shouted
 - c. To strike the laughing people
 - d. To see the newly bought clock

15. Which of the following is not true of the text?
 - a. The writer celebrated the New Year with his family
 - b. The writer was waiting to celebrate the New Year
 - c. The writer brought a watch
 - d. The writer was very happy

16. It was the last day of the year and large crowd of people had gathered under the Town Hall clock.
What is the meaning of the underlined word?
 - a. Big
 - b. Many
 - c. Mass
 - d. Lots of

17. "The big clock refused to welcome the New Year:"
What is the synonym of the word...
 - a. Accept
 - b. Reject
 - c. Admit
 - d. Hat

Text 7 (Question 18-20)

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

18. What is the main idea of the first paragraph?
 - a. The beach has five kilometers from our houses.
 - b. My friends and I rode our bikes to the store.
 - c. My friends and I play in the water and sat under the trees.
 - d. My friends and I rode our bikes to the beach.

19. How did they go to the beach?
 - a. By bicycles
 - b. By boat
 - c. By bus
 - d. By car

20. "So, we had the beach on our own." (line 4)
The word "We" refers to...
 - a. My friends and I
 - b. Family
 - c. People
 - d. Friend

~Good Luck~

Appendix 11

RECOUNT TEXT READING COMPREHENSION OF POST TEST

Directions:

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D!

Text 1

Two days ago, Jenny and Eric had dinner at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Eric had a bowl of fruit salad. They ordered soft drink for Eric and orange for Jenny.

They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

1. Why did Jenny and Eric make a complaint?
 - a. Because Jenny enjoyed their meal.
 - b. Because Jenny found a piece of button in her soup.
 - c. Because they got a satisfied servant.
 - d. Because Eric ordered a bowl of fruit salad.

Text 2 (Question 2-3)

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

2. It can be concluded that Yusuf is a ... child
 - a. Religious
 - b. Craven
 - c. Diligent
 - d. Smart

3. From the text above, it can be inferred that...
 - a. Mr. Damiri was at home when accident happened.
 - b. Mr. Damiri were not at home when accident happened.
 - c. Mr. Damiri was not at home when accident happened.
 - d. Mr. Damiri were at home when accident happened.

Text 3 (Question 4-8)

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home by motorcycle. As soon as we arrived there, we went to the clothes section at 03.00 pm. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter . I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice; I had to walk home again. When I arrived at home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

4. "My cell phone was broken..."
The idiom of the statement means?
 - a. The phone unused.
 - b. The phone was new.
 - c. The phone was old.
 - d. The phone was disappear.

5. Based on the text above, it can be concluded that...
 - a. The writer could contact his friend.
 - b. The writer's friend was in the clothes section.
 - c. The writer and his friend are close friend.
 - d. The writer left at 03.00 pm.

6. Why did the writer could not call his friend?
 - a. Because the writer not ride the motorcycle.
 - b. Because the writer left his friend.
 - c. Because the writer at home
 - d. Because the writer's phone was broken.

7. Based on the text above, it can be concluded that...
 - a. The writer was tired.
 - b. The writer was happy.
 - c. The writer was helpful
 - d. The writer was naughty

8. It can be inferred that the writer's friend wasted ... minutes in clothes section.
 - a. Twenty five
 - b. Sixty
 - c. Fifty
 - d. Thirty

Text 4 (Question 9-13)

I was so glad that today is over. So many things have gone wrong. I did not sleep a wink last night. I was very tired when Mum called me this morning. I felt asleep again when Mum called me again. That snooze made me late.

I did not have time for breakfast. I was striving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He shouted me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I forgot to put in my bag the night before. I usually check in the morning, but I did not do this because I was late I had to do extra assignment as a punishment.

After biology lesson, I did not use tie my shoelace properly. I tripped over it. And felt down the stairs. My knee was blood and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

Adapted from : <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

9. What is the main idea of the text?
 - a. The terrible day
 - b. The nice day
 - c. The wonderful day
 - d. The lucky day

10. “I tripped over it” (last paragraph)
The underline word has synonym to...
 - a. Slow
 - b. Stumble
 - c. Hurry
 - d. Fast

11. Based on the text, the writer got On his knee.
 - a. Feel
 - b. Care
 - c. Nice
 - d. Hurt

12. What is the main idea of the paragraph 3?
 - a. The writer got punishment.
 - b. The writer brought homework.
 - c. The writer did not get punishment.
 - d. The writer did not ask the homework.

13. From the text above, it can be inferred that the writer is a ...
 - a. Careful person
 - b. Cautious person
 - c. Forgetful person
 - d. Attentive person

Text 5 (Question 14-16)

Last week, I spent my holiday in Jakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately, I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in queue for about three and a half hours. I finally arrived a lebak bulus bus station at dawn. It was the most tiring trip I ever had.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

14. What time did the writer probably arrive at lebak bulus bus station ?
 - a. At noon
 - b. 4 Pm
 - c. 4 Am
 - d. In the middle of the night

15. Why did the writer feel afraid? (line 3)
 - a. Because the writer thought bad things that could happen on the street.
 - b. Because the writer arrived.
 - c. Because the bus was arrive in destination.
 - d. Because the writer stopped suddenly.

16. What did the driver's assistant do after he stopped bus suddenly?
 - a. The driver's assistant continued the trip.
 - b. The driver's assistant called the police
 - c. The writer's assistant told the passengers that there was a road accident.
 - d. The writer's assistant ran away.

Text 6 (Question 17-18)**Forgetful**

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

17. It can be inferred that the writer is a ... person
- Diligent
 - Humble
 - Forgetful
 - Careful
18. "I was getting panicky."
The underline word has antonym to...
- Surprise
 - Careless
 - Sloppy
 - Calm down.

Text 7 (Question 19-20)

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy, for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

19. What is the main idea of the text?
- The coming back of the lost dog
 - A long journey of the dog
 - A holiday experience in Scotland
 - The disappearance of the dog
20. "Paddy barked very loud and the scared rabbit ran into the bushes."
The expression above means...
- Paddy tried to catch the rabbit
 - Paddy scared of rabbit
 - Rabbit barked aloud.
 - Paddy and rabbit run together.

~Good Luck~

Appendix 12

Answer Sheet Pre Test and Post Test after Validity

1	C	1	B
2	A	2	D
3	C	3	C
4	A	4	A
5	A	5	C
6	C	6	D
7	D	7	A
8	B	8	B
9	B	9	A
10	D	10	B
11	B	11	D
12	C	12	A
13	D	13	C
14	A	14	B
15	D	15	A
16	B	16	C
17	C	17	C
18	B	18	D
19	D	19	A
20	A	20	A

Appendix 13

PRE TEST FOR CONTROL CLASS

NAME :

CLASS :

NO				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

PRE TEST FOR EXPERIMENTAL CLASS

NAME :

CLASS :

NO				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

POST TEST FOR CONTROL CLASS

NAME :

CLASS :

NO				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

POST TEST FOR EXPERIMENTAL CLASS

NAME :

CLASS :

NO				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Appendix 14

**PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN****Mata Pelajaran : Bahasa Inggris.****Satuan Pendidikan : SMP****Kelas/Semester : VIII/2****Nama Guru : Maryana, S.Pd****NIP /NIK :****Sekolah : SMP Kemala Bhayangkari Kotabumi****KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>1. Teks fungsional :</p> <ul style="list-style-type: none"> - undangan - pengumuman - pesan - iklan <p>2. Tujuan komunikatif</p> <p>3. Ciri kebahasaan</p>	<p>di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> <p>1. Mencermati teks fungsional pendek terkait materi</p> <p>2. Menyebutkan jenis teks fungsional yang dicermati</p> <p>3. Membaca nyaring teks fungsional terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam</p>	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>PG</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Choose the best option, a,b,c or d</i></p> <p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala Sekolah Kemala Bhayangkari Kotabumi

(Syamsul Rizal, S.Pd)
NIP:

Kotabumi, April 2017

Guru Mapel Bahasa Inggris,

(Maryana, S.Pd)
NIP:

Appendix 15

Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Nama Sekolah : SMP Kemala Bhayangkari Kotabumi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill : Membaca
Alokasi Waktu : 2x 40 menit

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks *recount*
2. Mengidentifikasi fungsi komunikatif teks *recount*
3. Mengidentifikasi langkah retorika teks *recount*
4. Menyebutkan ciri kebahasaan teks *recount*

D. Karakter Siswa yang Diharapkan

1. Dapat dipercaya (Trusworththines)
2. Rasa hormat dan perhatian (respect)
3. Tekun (diligence)

E. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks recount
2. Siswa dapat mengidentifikasi fungsi komunikatif teks recount
3. Siswa dapat mengidentifikasi langkah retorika teks recount
4. Siswa dapat menyebutkan ciri kebahasaan teks recount

F. Materi Pembelajaran**Recount Text****1. Definition of Recount Text**

Recount text is a text that telling the reader about one story, action or activity. It's goals to entertaining and informing the reader.

2. Generic Structure of Recount Teks

- a. Orientation: tells who was involved, what happened, where the events took place, and when it happened. Example: *when I was junior high school, I was not a very diligent student.*
- b. Events (event 1 and 2) : tell what happened and what sequence. Example : *Once, my teacher grounded me in the library because I did not do my biology homework.*
- c. Re-Orientation: consist of optional-closure of events /ending. Example : *After I read the book, I realized that Science is useful for human kind.*

3. **Features** are including. Who? Where? When? Why? , noun or pronoun and past tense. Example: *I, last night, at home, I took.*

4. **Example of Recount Text**

My Football Experience

When I was junior high school, I really loved football. Every Saturday afternoon, I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded everyone who came late and not obeyed the team's rules.

With Mr. Sentana my team won many tournaments in many big cities. Our team named after our school, 67 team (from SMP 67) and we have fans too you know. Ooh, that was so cool. Now I was loved football, and I have team too. But, my parents want me to pay attention more to my study, football just for hobby.

(Source: <http://www.education-english.top/2012/01/recount-text-my-football-experience.html>)

G. Strategi Pembelajaran : Questioning the Author (QtA)

No	Kegiatan Pembelajaran	Waktu (menit)
1	Pendahuluan - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)	10'
2	Kegiatan Inti <i>Eksplorasi</i>	60'

	<ul style="list-style-type: none"> - Guru menjelaskan tentang apa itu Questioning the Author strategi dan prosedur nya sebagai strategi yang akan digunakan dalam pembelajaran. - Membagi siswa kedalam beberapa kelompok kecil dan membagikan teks recount yang telah dibagi kedalam beberapa bagian. - Guru meminta siswa membaca teks bagian pertama sampai perintah untuk melanjutkan ke bagian lainnya setelah melakukan tahapan strategy QtA. <p><i>Marking</i></p> <ul style="list-style-type: none"> - Guru merespon komentar siswa tentang ide yang disampaikan pada teks yang dibaca. <p><i>Turning Back</i></p> <ul style="list-style-type: none"> - Guru memberikan tanggapan dari komentar-komentar siswa untuk mengembangkan diskusi dan menemukan gagasan utama pada bagian teks yang sedang dibahas. <p><i>Revoicing</i></p> <ul style="list-style-type: none"> - Guru membantu siswa dengan cara mengklarifikasi jawaban-jawaban siswa. <p><i>Modeling</i></p> <ul style="list-style-type: none"> - Guru memberikan jawaban (gagasan utama) pada bagian teks yang sedang dibahas. <p><i>Annotating</i></p> <ul style="list-style-type: none"> - Guru memberikan informasi yang tidak ada pada teks. <p><i>Recapping</i></p> <ul style="list-style-type: none"> - Guru merangkum informasi yang telah dibahas 	
--	--	--

	<p>sebelum lanjut ke bagian teks lainnya.</p> <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru meminta untuk mengidentifikasi general structure yang terdapat dalam text recount secara berkelompok - Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. - Guru memberikan pertanyaan yang bersumber dari text tersebut. - Menanyakan tentang isi teks, bentuk teks, dll. <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru memberikan umpan balik dan menjadi acuan dalam menjelaskan materi pembelajaran - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa membuat kesimpulan dalam mata pelajaran - Guru menutup pelajaran dan mengucapkan salam 	10'

H. Sumber belajar

-  Buku teks yang relevan
-  Kamus
-  Worksheet
-  Internet

I. Penilaian

- Teknik : Tes tertulis
 Bentuk : Multiple coices
 Instrument :

Read the text carefully and then answer the question by crossing the correct answer?

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rock tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody seriously injured.

(Source: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>)

1. What is the main idea of the first paragraph?
 - a. I was on my car
 - b. I was driving
 - c. My experience during an earthquake
 - d. My vocation to Bali.

2. The pronoun “me” in the first paragraph refers to...
 - a. The writer
 - b. The people
 - c. The family
 - d. The someone

3. What did the writer think when the car launches to one side?
 - a. He/she thought that it was a usual thing
 - b. He/she knew that it was an earthquake
 - c. He/she thought that it was a flat tire
 - d. He/she did not think about it

4. According to the passage, why could not the writer move the his/her car?
 - a. Because it was heavy.
 - b. Because there was no help.
 - c. Because he/she got a flat tire.
 - d. Because the road is full of rocks.

5. According to the passage, why was the writer surprise when he/she got to his/her town?
 - a. Because the town was badly damage.
 - b. Because nobody is seriously injured.
 - c. Because there was an earthquake.
 - d. Because the town is bad.

Kunci Jawaban

1. C
2. A
3. C
4. D
5. A

Kotabumi, April 2017

Guru Bahasa Inggris

Mahasiswa praktikan

Maryana, S.Pd
NIP.

Tria Erviani
NPM:1211040070

Mengetahui,

Kepala SMP Kemala Bhayangkari Kotabumi

Syamsul Rizal, S.Pd
NIP.

Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Nama Sekolah : SMP Kemala Bhayangkari Kotabumi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill : Membaca
Alokasi Waktu : 2x 40 menit

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks recount
2. Mengidentifikasi fungsi komunikatif teks recount
3. Mengidentifikasi langkah retorika teks recount
4. Menyebutkan ciri kebahasaan teks recount

D. Karakter Siswa yang Diharapkan

1. Dapat dipercaya (Trusworththines)
2. Rasa hormat dan perhatian (respect)
3. Tekun (diligence)

E. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks recount
2. Siswa dapat mengidentifikasi fungsi komunikatif teks recount
3. Siswa dapat mengidentifikasi langkah retorika teks recount
4. Siswa dapat menyebutkan ciri kebahasaan teks recount

F. Materi Pembelajaran

Recount Text

1. Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. It is goals to entertaining and informing the reader.

2. Generic Structure of Recount Teks

- a. Orientation: tells who was involved, what happened, where the events took place, and when it happened. Example: *when I was junior high school, I was not a very diligent student.*
- b. Events (event 1 and 2) : tell what happened and what sequence. Example :*Once, my teacher grounded me in the library because I did not do my biology homework.*
- c. Re-Orientation: consist of optional-closure of events /ending. Example : *After I read the book, I realized that Science is useful for human kind.*

3. **Features** are including. Who? Where? When? Why? , noun or pronoun and past tense. Example: *I, last night, at home, I took.*

4. **Example of Recount Text**

Went to School

My mom got me ready for school and then I had to wait for her to brush my hair and put each piece in just the perfect position. I had to show her my shoes. I had cleaned the night before. My school bag should be neatly placed on my shoulder before I could get near the door in my room. Only after my mother was completely satisfied, whether I would be allowed to rush out of my house.

I would leave home at 7 am at the point and make me way down the path. After walking about 500 meters I could see the tower of my high school. Play will be full in the summer and the noise would make me want to rush into the courtyard and into a good game of football before the bell. That's how I now want to go to school.

(Source: <http://fujianto21-chikafe.blogspot.com/2013/11/5-contoh-singkat-recount-text-bahasa.html>)

G. **Strategi Pembelajaran: Questioning the Author (QtA)**

H. **Langkah – langkah kegiatan**

No	Kegiatan Pembelajaran	Waktu (menit)
1	Pendahuluan - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)	10'
2	Kegiatan Inti <i>Eksplorasi</i>	60'

	<ul style="list-style-type: none"> - Guru menjelaskan tentang apa itu Questioning the Author strategi dan prosedur nya sebagai strategi yang akan digunakan dalam pembelajaran. - Membagi siswa kedalam beberapa kelompok kecil dan membagikan teks recount yang telah dibagi kedalam beberapa bagian. - Guru meminta siswa membaca teks bagian pertama sampai perintah untuk melanjutkan ke bagian lainnya setelah melakukan tahapan strategy QtA. <p><i>Marking</i></p> <ul style="list-style-type: none"> - Guru merespon komentar siswa tentang ide yang disampaikan pada teks yang dibaca. <p><i>Turning Back</i></p> <ul style="list-style-type: none"> - Guru memberikan tanggapan dari komentar-komentar siswa untuk mengembangkan diskusi dan menemukan gagasan utama pada bagian teks yang sedang dibahas. <p><i>Revoicing</i></p> <ul style="list-style-type: none"> - Guru membantu siswa dengan cara mengklarifikasi jawaban-jawaban siswa. <p><i>Modeling</i></p> <ul style="list-style-type: none"> - Guru memberikan jawaban (gagasan utama) pada bagian teks yang sedang dibahas. <p><i>Annotating</i></p> <ul style="list-style-type: none"> - Guru memberikan informasi yang tidak ada pada teks. <p><i>Recapping</i></p> <ul style="list-style-type: none"> - Guru merangkum informasi yang telah dibahas 	
--	--	--

	<p>sebelum lanjut ke bagian teks lainnya.</p> <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru meminta untuk mengidentifikasi general structure yang terdapat dalam text recount secara berkelompok - Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. - Guru memberikan pertanyaan yang bersumber dari text tersebut. - Menanyakan tentang isi teks, bentuk teks, dll. <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru memberikan umpan balik dan menjadi acuan dalam menjelaskan materi pembelajaran - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa membuat kesimpulan dalam mata pelajaran - Guru menutup pelajaran dan mengucapkan salam 	10'

I. Sumber belajar

-  Buku teks yang relevan
-  Kamus
-  Worksheet
-  Internet

J. Penilaian

- Teknik : Tes tulis
 Bentuk : Multiple choice
 Instrument :

Read the text carefully and then answer the question by crossing the correct answer?

New Year Night

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered on the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited but nothing happened. Suddenly someone shouted " It's two minute past twelve! The clock has stopped!"

I looked by my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(Sources: : <http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)

1. The pronoun "my" in the second paragraph refers to...
 - a. The people
 - b. The writer
 - c. The family
 - d. The someone

2. It can be inferred from the text, that the writer....
 - a. Celebrate the New Year
 - b. Waiting the New Year
 - c. Brought a watch
 - d. Sing and laugh

3. According to the text, why did the people gathered under the Town Hall Clock?
 - a. To welcome the New Year
 - b. To stop people who shouted
 - c. To strike the laughing people
 - d. To see the newly bought clock

4. When did the event happen?
 - a. At home
 - b. At the beach
 - c. At the market
 - d. At the center of the town

5. Which of the following is not true of the text?
 - a. The writer celebrated the New Year with his family
 - b. The writer was waiting to celebrate the New Year
 - c. The writer brought a watch
 - d. The writer was very happy

Kunci Jawaban

1. B
2. A
3. D
4. D
5. A

Kotabumi, April 2017

Guru Bahasa Inggris

Mahasiswa praktikan

Maryana, S.Pd
NIP.

Tria Erviani
NPM:1211040070

Mengetahui,

Kepala SMP Kemala Bhayangkari Kotabumi

Syamsul Rizal, S.Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Nama Sekolah : SMP Kemala Bhayangkari Kotabumi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill : Membaca
Alokasi Waktu : 2x 40 menit

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks recount
2. Mengidentifikasi fungsi komunikatif teks recount
3. Mengidentifikasi langkah retorika teks recount
4. Menyebutkan ciri kebahasaan teks recount

D. Karakter Siswa yang Diharapkan

1. Dapat dipercaya (Trusworththines)
2. Rasa hormat dan perhatian (respect)

3. Tekun (diligence)

E. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks recount
2. Siswa dapat mengidentifikasi fungsi komunikatif teks recount
3. Siswa dapat mengidentifikasi langkah retorika teks recount
4. Siswa dapat menyebutkan ciri kebahasaan teks recount

F. Materi Pembelajaran

Recount Text

1. Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. It is goals to entertaining and informing the reader.

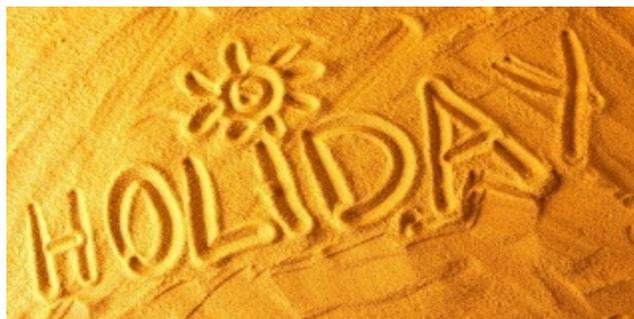
2. Generic Structure of Recount Teks

- a. Orientation: tells who was involved, what happened, where the events took place, and when it happened. Example: *when I was junior high school, I was not a very diligent student.*
- b. Events (event 1 and 2) : tell what happened and what sequence. Example: *Once, my teacher grounded me in the library because I did not do my biology homework.*
- c. Re-Orientation: consist of optional-closure of events /ending. Example : *After I read the book, I realized that Science is useful for human kind.*

3. **Features** are including. Who? Where? When? Why? , noun or pronoun and past tense. Example: *I, last night, at home, I took.*

4. Example of Recount Text

Holiday Fun



Last summer I had a nice holiday. I visited some great places. I went to the airport and will fly to Cleveland. I spent three days there. I am glad to see some of the Cleveland Cavaliers basketball game. Then I went to Hollywood.

Hollywood is a famous district in Los Angeles, California, United States. It has become world famous as a center for the film industry. Four major film companies - Paramount, Warner Bros, RKO and Columbia - had studios in Hollywood. I do not want to leave, but I had to leave her. After that, I went to the city of New York. I visited the Statue of Liberty is very beautiful.

I went from the bottom of Manhattan to the top of the crown. It was so amazing. The place makes me feel at home, but I have to go home. Next time I'll get back to them very enjoyable.

(Source: <http://example-of-recount-text-for-junior-high-school>)

G. Strategi Pembelajaran: Questioning the Author (*QtA*)

H. Langkah – langkah kegiatan

No	Kegiatan Pembelajaran	Waktu (menit)
1	Pendahuluan - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang	10'

	<p>ditanamkan: santun, peduli)</p> <ul style="list-style-type: none"> - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	
2	<p>Kegiatan Inti</p> <p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> - Guru menjelaskan tentang apa itu Questioning the Author strategi dan prosedurnya sebagai strategi yang akan digunakan dalam pembelajaran. - Membagi siswa kedalam beberapa kelompok kecil - Membagikan teks recount yang telah dibagi kedalam beberapa bagian. <p>Marking</p> <ul style="list-style-type: none"> - Guru merespon komentar siswa tentang ide yang disampaikan pada teks yang dibaca. <p>Turning Back</p> <ul style="list-style-type: none"> - Guru memberikan tanggapan dari komentar-komentar siswa untuk mengembangkan diskusi dan menemukan gagasan utama pada bagian teks yang sedang dibahas. <p>Revoicing</p> <ul style="list-style-type: none"> - Guru membantu siswa dengan cara mengklarifikasi jawaban-jawaban siswa. <p>Modeling</p> <ul style="list-style-type: none"> - Guru memberikan jawaban (gagasan utama) pada bagian teks yang sedang dibahas. <p>Annotating</p> <ul style="list-style-type: none"> - Guru memberikan informasi yang tidak ada pada teks. 	60'

	<p><i>Recapping</i></p> <ul style="list-style-type: none"> - Guru merangkum informasi yang telah dibahas sebelum lanjut ke bagian teks lainnya. <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> - Guru meminta untuk mengidentifikasi general structure yang terdapat dalam text recount secara berkelompok - Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. - Guru memberikan pertanyaan yang bersumber dari text tersebut. - Menanyakan tentang isi teks, bentuk teks, dll. <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> - Guru memberikan umpan balik dan menjadi acuan dalam menjelaskan materi pembelajaran - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	
3	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> - Siswa membuat kesimpulan dalam mata pelajaran - Guru menutup pelajaran dan mengucapkan salam 	10'

I. Sumber belajar

-  Buku teks yang relevan,
-  Kamus
-  Worksheet
-  Internet

J. Penilaian

- Teknik : Tes tulis
 Bentuk : Multiple choice

Read the text carefully and then answer the question by crossing the correct answer?

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tours agent and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friends and his group drove on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friends watched young boys were carving away big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friends' ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.

(Source: <http://www.sekolahbahasainggris.com/contoh-recount-text-tentang-liburan-ke-bali/>)

1. According to the passage, why does the writer's friend wanted to Bali/
 - a. Because Bali is good.
 - b. Because Bali is beautiful.
 - c. Because there are many places to visit in Bali
 - d. Because the writer's friend enjoy joining the tour.

2. "it was a busy but quiet town."

The word "It" refers to...

 - a. Singaraja
 - b. Batubulan
 - c. Ubud
 - d. Kuta

3. Which is not true based on the second paragraph?
 - a. There are about 90 thousand people living in Singaraja.
 - b. The group drove through the tunnels.
 - c. There are trees along the street.
 - d. Singaraja is a busy town.

4. "It was a busy but quiet town."
The underlined word has closest meaning to...
 - a. Big
 - b. Long
 - c. Silent
 - d. Noisy

5. "There are many Old Dutch houses"
The antonym of the underlined word is...
 - a. Bad
 - b. New
 - c. Year
 - d. God

Kunci Jawaban

1. C
2. A
3. B
4. C
5. B

Guru Bahasa Inggris

Maryana, S.Pd
NIP.

Kotabumi, April 2017

Mahasiswa praktikan

Tria Erviani
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Mengetahui,
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Appendix 17

Students Score in Control Class

No	Student	Control			
		Pre Test	Post Test	Gain (X)	X2
		(X)	X2		
1	AR	55	55	0	0
2	AP	65	65	0	0
3	ADS	60	75	15	225
4	AMF	50	70	20	400
5	BFA	55	65	10	100
6	DS	50	70	20	400
7	JS	65	70	5	25
8	JDD	65	65	0	0
9	JRK	60	75	15	225
10	JK	55	70	15	225
11	KR	50	70	20	400
12	MDP	55	75	20	400
13	MFS	70	75	5	25
14	MRAHR	40	65	25	625
15	PDS	55	65	10	100
16	PA	50	65	15	225
17	RC	55	70	15	225
18	RPI	75	85	10	100
19	RS	40	65	25	625
20	RNF	65	75	10	100
21	RPW	55	70	15	225
22	WT	50	70	20	400
23	SMD	55	75	20	400
24	SI	50	70	20	400
25	WA	35	65	30	900
26	YI	60	75	15	225

Students Score in Experimental Class

No	Student	Experimental			
		Pre Test	Post Test	Gain (Y)	Y2
		Y1)	(Y2)		
1	AA1	40	60	20	400
2	ASR	55	75	20	400
3	ADF	70	80	10	100
4	AS	40	70	30	900
5	AA	70	85	15	225
6	BAW	45	70	25	625
7	DK	40	75	35	1225
8	DTW	70	80	10	100
9	DF	45	70	25	625
10	JZ	55	75	20	400
11	MNF	40	70	30	900
12	MB	45	75	30	900
13	NP	65	85	20	400
14	NM	55	80	25	625
15	NA	60	75	15	225
16	NS	65	85	20	400
17	OA	45	70	25	625
18	RFM	45	70	25	625
19	RN	55	75	20	400
20	RM	35	65	30	900
21	R	40	70	30	900
22	SL	55	75	20	400
23	YAC	55	85	30	900
24	YC	45	75	30	900
25	RN	75	90	15	225
26	IMP	65	85	20	400
27	JIPP	75	90	15	225

Appendix 18

Statistics		
N	Valid	26
	Missing	0
Mean		55,38
Std. Error of Mean		1,796
Median		55,00
Mode		55
Std. Deviation		9,157
Variance		83,846
Skewness		-,122
Std. Error of Skewness		,456
Kurtosis		,359
Std. Error of Kurtosis		,887
Range		40
Minimum		35
Maximum		75
Sum		1440

score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	1,9	3,8	3,8
	40	2	3,7	7,7	11,5
	50	6	11,1	23,1	34,6
	55	8	14,8	30,8	65,4
	60	3	5,6	11,5	76,9
	65	4	7,4	15,4	92,3
	70	1	1,9	3,8	96,2
	75	1	1,9	3,8	100,0
	Total	26	48,1	100,0	

Appendix 19

Statistics		
		score
N	Valid	27
	Missing	0
Mean		53,70
Std. Error of Mean		2,351
Median		55,00
Mode		45
Std. Deviation		12,215
Variance		149,217
Skewness		,308
Std. Error of Skewness		,448
Kurtosis		-1,189
Std. Error of Kurtosis		,872
Range		40
Minimum		35
Maximum		75
Sum		1450

score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	1,9	3,7	3,7
	40	5	9,3	18,5	22,2
	45	6	11,1	22,2	44,4
	55	6	11,1	22,2	66,7
	60	1	1,9	3,7	70,4
	65	3	5,6	11,1	81,5
	70	3	5,6	11,1	92,6
	75	2	3,7	7,4	100,0
	Total	27	50,0	100,0	

Appendix 20

Statistics		
		score
N	Valid	26
	Missing	
Mean		69,81
Std. Error of Mean		1,126
Median		70,00
Mode		70
Std. Deviation		5,741
Variance		32,962
Skewness		,080
Std. Error of Skewness		,456
Kurtosis		1,787
Std. Error of Kurtosis		,887
Range		30
Minimum		55
Maximum		85
Sum		1815

Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	1,9	3,8	3,8
	65	8	14,8	30,8	34,6
	70	9	16,7	34,6	69,2
	75	7	13,0	26,9	96,2
	85	1	1,9	3,8	100,0
	Total	26	48,1	100,0	

Appendix 21

Statistics		
		score
N	Valid	27
	Missing	0
Mean		76,30
Std. Error of Mean		1,452
Median		75,00
Mode		75
Std. Deviation		7,544
Variance		56,909
Skewness		,103
Std. Error of Skewness		,448
Kurtosis		-,423
Std. Error of Kurtosis		,872
Range		30
Minimum		60
Maximum		90
Sum		2060

score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	1,9	3,7	3,7
	65	1	1,9	3,7	7,4
	70	7	13,0	25,9	33,3
	75	8	14,8	29,6	63,0
	80	3	5,6	11,1	74,1
	85	5	9,3	18,5	92,6
	90	2	3,7	7,4	100,0
	Total	27	50,0	100,0	

Appendix 22

Normality of the Control and Experimental

Class	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Control	1	,183	26	,080	,939	26	,127
Experimental	2	,169	27	,082	,930	27	,071

a. Lilliefors Significance Correction

Descriptives

score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	26	14,42	7,915	1,552	11,23	17,62	0	30
2	27	22,59	6,704	1,290	19,94	25,24	10	35
Total	53	18,58	8,342	1,146	16,29	20,88	0	35

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
,180	1	51	,673

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.080	1	68	.778
	Based on Median	.121	1	68	.729
	Based on Median and with adjusted df	.121	1	65.542	.729
	Based on trimmed mean	.067	1	68	.796

Appendix 24

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	,180	,673	-4,060	51	,000	-8,170	2,012	-12,209	-4,130
	Equal variances not assumed			-4,047	48,990	,000	-8,170	2,018	-12,226	-4,113